

34 years
of service

JOB TRAINING & PLACEMENT REPORT

for professionals who support employment for people with disabilities

‘ADA’ Anniversary:

Secretary Talks Issues with JTPR

Job Training & Placement Report had the opportunity recently to interview Kathleen Martinez, Assistant Secretary of Labor for Disability Employment Policy, about the 20th anniversary of the *Americans with Disabilities Act (ADA)* — as well as initiatives in the U.S. Department of Labor’s Office of Disability Employment Policy (ODEP) that affect integrated employment professionals. The following is an edited summary of that conversation.

JTPR: *Would you elaborate a little on the significance of the Americans with Disabilities Act*

(ADA) on yourself personally — and on supporting employment for people with disabilities?

KM: I was 30 years old when the *ADA* was passed (July 26, 1990), so I know what life was like without it. Fortunately, I was mainstreamed into society as a young person, and I was educated using Braille as far as spelling, reading, and writing.

As new buildings have been required to be accessible to those with disabilities, the *ADA*, for me personally, has meant that a real increase in physical access has come to fruition. This has really



helped any person with a disability to become less handicapped or disabled.

It cannot be overstated: the *ADA* is one of the most overarching pieces of civil rights legislation ever passed — such as the laws we now have on the books preventing discrimination based on disability. Certainly, we still have a ways to go. We continue to have a lack of expectations about peo-

continued on Page 2

Featured Inside

- ▶ Test Readiness Issues with These Questions
- ▶ New Tool Explains Disability Laws
- ▶ Work from Home — Which Jobs are Legit?
- ▶ Don't Answer Questions, Tell Stories
- ▶ Questions Job Seekers Should Ask
- ▶ Getting Work for Ex-Offenders: Part II
- ▶ It's Vital to Value Differences
- ▶ New Title Helps Youth Explore Emerging Green Jobs
- ▶ Resources

INSERTS

- ▶ *Training Connection:* Braided and Blended Funding for a Business Start-up — Part II
- ▶ *Training Tool-Kit:* Online Mentoring Program Works
- ▶ *Workplace Connection:* Who's Eligible Under the 'ADA'?

Kathleen Martinez at a Glance



■ Kathy was nominated by President Barack Obama to be the third Assistant Secretary for Disability Employment Policy and

was confirmed by the U.S. Senate on June 25, 2009. Ms. Martinez advises the Secretary of Labor and works with all DOL agencies to lead national policy regarding the

employment of people with disabilities.

■ Kathy is an internationally recognized disability rights leader specializing in employment, asset building, independent living, international development, and diversity and gender issues.

■ Kathy has conducted disability awareness training for corporations such as Merck, AT&T, Walmart, Sodexo, Verizon, and others. She also served as one of the keynote speakers at the 21st

continued on Page 3

ple with disabilities in our society. However, we have made progress.

Technology has certainly also played a key role in recent years in assisting persons with disabilities. Information and medical technology, in particular, have helped quite a bit — *so long as the technology is accessible*. That is the key. When it's not "built in," we need to have adaptive technology. Technology applications provide useful productivity tools.

JTPR: *Could you briefly explain the '100 Days to the ADA' countdown for readers unfamiliar with this initiative?*

KM: The idea of this initiative, in partnership with 21 other federal agencies, has been to call attention to the importance of the ADA. For each of these 100 days, we have been posting blogs from a cadre of experts. Doing so each day has been a good way to keep people interested. (Guest blogs are available at <http://blog.govdelivery.com/usodep>.)

JTPR: *Some integrated employment professionals are somewhat skeptical about the impact the ADA has had on increasing employment outcomes for people with disabilities. Why do you think that is? How did the amended legislation that went into effect last year help?*

KM: The alarming fact remains that the unemployment rate of people with disabilities is 15.2% as of April 2010. The good news is that more and more employers are finding out about us (the Office of Disability Employment Policy). However, we have to continue to fight negative stereotypes about individuals with disabilities.

“The alarming fact remains that the unemployment rate of people with disabilities is 15.2%...the good news is that more and more employers are finding out about us.”

The other thing is that many young people — and even adults for that matter — choose not to disclose their disability. We have clearly been challenged here at ODEP, but we are up to the challenge. Woven into the Department of Labor as a viable constituency, we are more determined than ever to increase employment for persons with disabilities.

As far as the ADA Amendments Act is concerned, anytime government can further clarify legislation, that's a good thing. (The idea of the ADA Amendments Act, which went into effect Jan. 1, 2009, was to fix the definition of disability to cover more people — and as a result, prevent more discrimination. This means that the question of who has a disability is no longer the main focus. Instead, the focus is on whether discrimination occurred. The Equal Employment Opportunity Commission is working on completing the regulations for the new legislation.)

JTPR: *What are several U.S. Department of Labor/ODEP ini-*

Editor - Mike Jacquart
Publisher - Jennifer Heisler
Circulation - Scott Kolpien
Designer - Kim Simmons

COPYRIGHT © Impact Publications, Inc. 2010. *Job Training and Placement Report* (ISSN1041-1488, USPS 665-490) is published monthly by Impact Publications, Inc., E502 State Road 54, Waupaca, WI 54981-9502, Phone: 715-258-2448, Fax: 715-258-9048, e-mail: info@impacttrainingcenter.net. POSTMASTER: Send address corrections to *Job Training and Placement Report*, E502 State Road 54, Waupaca, WI 54981-9502. No part of this newsletter may be reproduced in any form or by any means without written permission from the publisher, except for the inclusion of brief quotations in a review which must credit *Job Training and Placement Report* as the source, and include the publisher's phone number, address, and subscription rate. Yearly subscription rate is \$149.00. Periodicals postage paid at Waupaca, WI 54981. Material accepted for publication is subject to such revision as is necessary in our discretion to meet the requirements of the publication. The information presented in *JTPR* is from many sources for which there can be no warranty or responsibility as to accuracy, originality or completeness. The publication is sold with the understanding that the publisher is not engaged in rendering product endorsements or providing instructions as a substitute for appropriate training by qualified sources. Therefore, *JTPR* and Impact Publications, Inc. will not assume responsibility for any actions arising from any information published in *JTPR*. We invite constructive criticism and welcome any report of inferior information so that corrective action may be taken.

tiatives that integrated employment professionals should be aware of that would assist them in their jobs?

KM: First, we, meaning the DOL, ODEP, and the federal government, have to be a model ourselves in terms of hiring persons with disabilities, providing accessibility, etc. It all starts with us, or it doesn't work.

One key initiative has been the Campaign for Disability Employment. The Campaign is a collaborative effort to promote positive employment outcomes for people with disabilities by encour-

continued on Page 3

aging employers and others to recognize the value and talent they bring to the workplace.

The Campaign's website — at www.whatcanyoudocampaign.org — includes links that ask youth with disabilities to share their career aspirations, an employer page for companies to learn how to capitalize on the talents of people with disabilities, and information on how to get involved in the Campaign's efforts. In addition, a Facebook fan page and LinkedIn group were recently added.

DOL/ODEP is also involved in numerous additional initiatives, including, but not limited to:

- ❖ Continuing involvement in START-UP/USA — which provides technical assistance and disseminates resources nationally to individuals interested in pursuing self-employment. This effort is a partnership between Virginia Commonwealth University and Griffin-Hammis Associates, and is funded by a cooperative agreement from the DOL/ODEP. Check out www.start-up-usa.biz;

- ❖ Working toward reauthorization of the *Workforce Investment Act* — which is needed to, among other areas, strengthen connections between education and training;

- ❖ Promoting flexible job tasks and arrangements;

- ❖ Striving for inclusion in the “green jobs pipeline”; and

- ❖ Expanding access to asset-development programs — which focuses on helping people with disabilities, many of which have low incomes, get out of property by centering on asset building rather than by providing monthly income supports, such as cash payments.



Editor's Notebook

I wish to thank Bennett Gamble and Kathleen Martinez for their time in arranging

an interview that *JTPR* recently had with Ms. Martinez about the 20th anniversary of the *Americans with Disabilities Act*. (See this month's cover article.)

While it's true that no law is perfect — indeed, this landmark legislation was amended last year — it's also a fact that the world was a different place before passage of the *ADA*...a world that a young adult probably doesn't remember — one without grab bars, specially designated parking spaces, and scores of other

accommodations for people with disabilities that many of us may take for granted.

Watch for several additional articles about the *ADA* in this month's newsletter (and inserts).

Of course, it is always our intent to provide helpful information on a variety of topics — so we hope you'll find plenty of useful reading elsewhere this month.

We hope you're having a great summer. Until next time.

Mike Jacquart, Editor
(715) 258-2448

mike.jacquart@impacttrainingcenter.net

Kathleen Martinez at a Glance

continued from Page 1

annual National APSE Conference, held June 8-10, 2010 in Atlanta.

- Kathy's additional accomplishments include serving as the director of the World Institute on Disability (WID), a public policy center based in Oakland, CA. She now resides in Washington, D.C. ■

(Editor's note: The WID's efforts were featured in the June 2006 issue of *JTPR*.) “We [Latinos] have to disclose our disabilities,” Kathy told *JTPR* at the time. “Some of us are not used to doing that,” added Martinez, who is blind, but fluent in English, Spanish, and Braille. “We may not always realize that disclosure will enable us to increase productivity on the job.”

(Editor's note: Additional ODEP initiatives have been covered in previous issues of *JTPR*, most recently in the May 2010 newsletter.)

JTPR: *What are several general recommendations you would suggest to integrated employment professionals about increasing employment outcomes for people with disabilities?*

KM: I would suggest that professionals take advantage of the resources that ODEP has — and not just ODEP, but as a conduit to other resources, such as the Job Accommodation Network (JAN). We also promote research and discovery of new resources to make the jobs of professionals easier. The main website is www.dol.gov/odep. ■

Test Readiness Issues with These Questions

Help determine the readiness of students with disabilities who have indicated they wish to attend college or other postsecondary school by answering the following questions.

1. My family is assisting me in plans for postsecondary education. Yes No
2. I will be helping pay for postsecondary education. Yes No
3. I will be living at home while attending school. Yes No
4. I plan to have a job while attending school. Yes No
5. If necessary, I will seek help at a university disability resource center. Yes No

6. I can manage a bank account. Yes No
7. I know the resources/accommodations that will help me be successful. Yes No
8. I know that I need to initiate any requests for special services. Yes No
9. I am aware of how my disability will affect me at school. Yes No
10. I can identify the areas I need to improve to be successful in school. Yes No
11. I have the skills to make new friends. Yes No
12. I have the skills required to live on my own. Yes No
13. I will ask for help when I need it. Yes No

14. I know how to advocate for myself. Yes No

Questions like these capture, in some cases for the first time, the perspectives of students with disabilities. Answers enable specific areas to be addressed so readiness skills may be improved. Without tools like these, it's too easy to make assumptions about a student's readiness for postsecondary education — assumptions that in many cases are not correct.

However, additional up-front, hands-on work that assesses where the student realistically stands, versus where he/she needs to be, has been found to be very effective in helping students with disabilities make a successful transition into their post-high school lives. ■

Source: Council for Exceptional Children.

Get
Nationwide Exposure
 for your agency or program —
Contribute an article
to JTPR!
 Contact: Mike Jacquart, *Editor*
 715-258-2448
 mike.jacquart@impacttrainingcenter.net

Check out
Our
WEBSITE!
 www.impact-publications.com

Subscribe to JTPR Now!

YES! Please start ____ or renew ____ my subscription to *Job Training and Placement Report*. If I'm not completely satisfied, I can cancel and receive a refund for the remaining portion of the subscription.

<input type="checkbox"/> 3 years (36 issues)	\$447.00	All payments must be made in U.S. funds or by check drawn on a U.S. bank.
<input type="checkbox"/> 2 years (24 issues)	\$298.00	
<input type="checkbox"/> 1 year (12 issues)	\$149.00	

____ Extra copies per month at \$2 each, \$24 per year (e.g., 5 extra copies per month for 1 yr. = \$120 per year). Add to above rates.
Foreign orders please add \$20 per year.

Name:.....
 Title:.....
 Organization:.....
 Address:.....
 City:.....
 State or Province:.....
 Zip Code:.....
 Daytime Phone:

Method of Payment:
 Organization's check
 Personal check
 Purchase order
 Bill me
 Charge my: MC Visa Am. Express

Card#:.....
 Exp Date:.....
 Signature:

Credit card orders may call 715-258-2448.
 Mail to: JTPR, Box 322, Waupaca, WI 54981

New Tool Explains Disability Laws

When it comes to having a workplace welcoming of all qualified individuals, most business owners want to do the right thing.

However, understanding responsibilities under nondiscrimination laws and regulations can be daunting, especially for small businesses without dedicated human resource or legal functions.

Fortunately, a new tool makes understanding disability nondiscrimination laws, including the *Americans with Disabilities Act (ADA)*, a lot easier. The online Disability Nondiscrimination Law Advisor helps employers of all sizes quickly determine which federal disability nondiscrimination laws apply to their business and

their responsibilities under them.

To do this, the Advisor asks a few relevant questions, such as nature of business, size of staff and whether the business receives federal funds.

Based on responses provided, the Advisor then generates a customized list of federal disability nondiscrimination laws that likely apply, along with easy-to-understand information about their requirements.

The Advisor can also help employees, job applicants, and people applying for or participating in federally funded programs learn more about their rights and responsibilities.

In addition, it includes a *Guide on Employing People with*

Disabilities that outlines resources available to help employers comply with disability nondiscrimination laws while also achieving their hiring and productivity goals.

The Advisor is one of a series of elaws (Employment Laws Assistance for Workers and Small Businesses) Advisors developed by the U.S. Department of Labor (DOL) to help employers and employees understand federal employment laws.

To access the elaws website, visit www.dol.gov/elaws. To check out the Advisor, log on to www.dol.gov/elaws/odep.htm. ■

Source: U.S. Department of Labor.

Editor's note: See also this month's Workplace Connection insert.

Employment Trends

Work from Home — Which Jobs are Legit?

Want to work from home? A lot of people do. Working from home, also known as telework or telecommuting, can be a particularly attractive option to people with disabilities, many of which have transportation barriers and other obstacles that can make a traditional 9-to-5 job unrealistic.

The problem is finding work-from-home opportunities that aren't scams. The Rat Race Rebellion — at www.ratrace.rebellion.com — posts and investigates at-home jobs. Several years ago, when they started tracking these types of jobs, there were 30 scams for every legitimate opportunity. Today, there are nearly 60

phonies for each real job.

The following are among some of the legitimate jobs:

■ **Medical transcriptionist** — This job involves taking a doctor's recorded reports and turning them into electronic patient files. Training is needed in medical terminology, which can be obtained either online or at a local community college. Upon completion, it's possible to earn about \$40,000 a year. Some of the largest medical transcription firms include Focus Infomatics, MedQuist, and Spheris.

■ **Translator** — This fast-growing field involves translating audio files or documents for vari-

ous industries. Depending on the company and the work you do, you can make anywhere from \$40,000 to \$117,000 annually. The aforementioned Rat Race Rebellion lists 38 translation companies.

■ **Online teacher or tutor** — With advanced technology, collaborative software for schools, and high-speed connections, there are more opportunities than ever. Depending on what classes you're teaching, it's possible to earn six figures. Check out www.geteducated.com. ■

*Additional sources: www.bankrate.com, John Tesh, *Intelligence for Your Life* (www.tesh.com).*

Don't Answer Questions, Tell Stories!

By Joe Turner

Many books on job interviews list interview questions and answers to memorize.

However, an interview isn't an interrogation — it's a conversation! To make it come across that way, job seekers need to be prepared with a number of short stories about their work and personal lives.

The best way for a job developer to prepare a candidate is to teach individuals how to tell their own story (or stories). One reason this is so important is because only about half the time spent in many job interviews today focus on job skills. The remaining time is spent on behavioral competencies.

Basically, the hiring manager is looking for evidence of how the job seeker has acted in real-life situations. An employer wants to find out if the candidate is:

■ *An asset or a liability?* In other words, will the individual make money or save money for the company?

■ *A team player?* Will the candidate fit into the corporate hierarchy or be like sand in the gears? Can this individual accept orders?

■ *Will the job seeker fit into the company culture?* They don't want prima donnas.

Share Stories

The best way for the job seeker to show these traits is to take the initiative and have several personal stories to share — taking maybe 30 to 90 seconds each. With the integrated employment professional's help, the candidate's stories should center around these seven areas:

1. Times in which he/she either made money or saved money for a current or previous company.
2. A crisis in the individual's life or job and how he/she responded or recovered from it.

3. A time in which the job seeker functioned as part of a team and what his/her contribution was.

4. A time in this person's career or job in which he/she had to overcome stress.

5. A time in the individual's job in which he/she provided successful leadership or a sense of direction.

6. A failure that occurred on the job and how he/she overcame it.

7. Any events that caused the job seeker to "change direction" and how that worked out.

Summary

I wish to emphasize that an interview should not be an interrogation. It should be a conversation between two equals, and it's the conversation that wins the job. To have a conversation, have some stories ready. ■

As a recruiter, Joe Turner has spent the past 15 years finding and placing top candidates in some of the best jobs of their career. You can discover more insider job search secrets by visiting www.jobchangesecrets.com.

Questions Job Seekers Should Ask

During just about every job interview, the interviewer will ask a crucial question: "Do you have any questions for me?"

According to workplace expert Tory Johnson, job seekers had better answer "yes!" Asking questions shows two things: 1) That you were paying attention, and 2) That you're genuinely interested in *that* job — and not just desperate to get *any* job.

The following are the questions that interviewers want *job seekers* to ask:

> Why is this position vacant?

The job seeker needs to know if he or she will be replacing someone who was promoted, if it's a new position because the company's growing or if he/she would be the fifth person hired for that job in the past six months.

> What's it like to work here?

It's crucial to know if the company's atmosphere and work style match the job seeker's values and preferences. (This can be especially important for a person with a disability, who may have a much easier time in certain types of work environments than others.)

Don't overlook this key point. Finding the job that's the right fit increases the odds for happiness and success.

> What happens next?

In other words, will the job seeker be expected to come back for a group interview, take a test or wait for a background check? The job seeker needs to know how and when to follow up. That way, the candidate will know what to expect, and won't be waiting and wondering if he/she is ever going to hear back.

> Do you have any concerns about my ability to shine in this job?

This can be a particularly critical point for a job seeker with a disability, especially if his/her impairment has not really been addressed to this point.

Actually, *any* candidate wants to know up front if the employer wants someone with a different skill set, or experience in another area — and be provided with an opportunity to address those issues directly.

For instance, if the interviewer says they'd prefer someone who knows HTML website programming, the candidate can explain that he/she is a wiz at learning new computer software, and so he/she is confident of getting up to speed in no time. ■

Additional source: John Tesh: Intelligence for Your Life (www.tesh.com).

Getting Work for Ex-Offenders: Part II

While it is admittedly difficult, criminal offenders can overcome the problems they've created. It takes time, patience, and a positive attitude, but ex-offenders can put a troubled background in the past and find good jobs.

Additional tips are presented in part two of this three-part article.

☑ **YOU are responsible for your own employment fate.** It's true that some employers may not want to hire someone with a criminal record. However, many others are willing to give ex-offenders a chance. Most important, keep that mind that YOU (the ex-offender) must not play the blame game. You are where you are because of choices you made. Don't expect others to find, or give you a job. Just like anyone else, a job must be earned by communicating qualifications to prospective employers and gaining their trust.

☑ **Remain motivated throughout the job search.** Finding a job can be a

frustrating experience filled with disappointments. However, it can also be an exciting time to learn about yourself and land a job you love, and not just tolerate to pay the bills.

☑ **Be honest.** Ex-offenders with a history of deception and excuses must come clean and come to grips with who they really are. Once this is done, there's no longer a need to deceive oneself — and others.

☑ **Disclose a criminal record at the appropriate time and place.** In today's high-tech society in which employers can easily conduct background checks, there's no place for ex-offenders to hide. The best time and place to disclose a criminal record is during a job interview and before accepting a job offer.

Many employers will ask about red flags during a job interview, or they will conduct a background check either just before, or immediately after offering a job. In any case, never disclose a criminal background in a letter or on a résumé. This is an important issue that

needs to be handled in a face-to-face meeting with a prospective employer.

☑ **Seek the help of other people who can assist during various stages of the job search.** A solid support network is crucial to eventual success for any ex-offender. This includes family, friends, acquaintances, and organizations designed to help people with a criminal background.

The support network must be one that gives good advice, referrals, and encouragement — crucial points that help the ex-offender get through the ups and downs of making a successful transition back into society.

NEXT MONTH: Separating several myths from realities and outlining some principles for success. ■

Source: *The Ex-Offender's Job Hunting Guide*, by Ron and Caryl Krannich, Impact Publications, www.exoffenderreentry.com and www.impactpublications.com. This publisher has additional, helpful books and resources available for ex-offenders.

Quick Ideas

It's Vital to Value Differences

The phrase "workplace diversity" means different things to different people.

Some would say it means attracting employees of various racial or ethnic backgrounds; and/or hiring traditionally underserved groups, such as people with disabilities.

Still others would say workplace diversity refers to embracing the differences of people from different generations, more of whom are working side by side than ever before.

None of these ideas are wrong, but

Barbara Walker, a human resource development professional, developed a broader concept known as "valuing differences."

Key points of her model are as follows:

- 1) People work best when they feel valued.
- 2) People feel most valued when they believe that their individual and group differences have been taken into account.
- 3) The ability to learn from people

regarded as different is the key to becoming fully empowered.

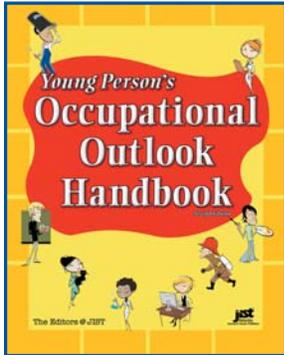
4) When people feel valued and empowered, they are able to build relationships in which they work interdependently and synergistically.

A corporate culture that values the differences inherent in a diversified workforce will produce an environment that promotes increased profits and productivity. ■

Source: "Workplace Diversity; Valuing Differences," by Terry Giles.

Job Training and Placement Report is published monthly. For subscription information contact: *Job Training and Placement Report*, 1439 Churchill Street, Unit 302, Crystal Plaza, P.O. Box 322, Waupaca, WI 54981. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold with the understanding that the publisher is not engaged in rendering legal, accounting, or other professional services. If legal advice or other expert assistance is required, the services of a competent professional should be sought. (From a Declaration of Principles jointly adopted by a committee of the American Bar Association and a Committee of Publishers.) *Job Training and Placement Report* does not necessarily endorse any products or services mentioned.

New Title Helps Youth Explore Emerging Green Jobs



Green jobs are a hot topic in the career industry. But what exactly is a green job? Most people assume it's work related to preserving or restoring environmental quality, but there's more to it than that.

"The term 'green careers' refers to careers that permit a more sustainable economy. The world's population is expected to reach about 9 billion by 2050. Most scientists and economists doubt that we will be able to provide for future needs using the technologies that now maintain our lifestyle," explain the editors at JIST Publishing. "The earth has finite resources for energy and raw materials, and we're using them up at a rate we cannot sustain forever."

This dilemma has given green jobs a big boost in an economy where several other industries are struggling. Because these jobs are projected to offer strong growth through 2018, JIST featured them in the newest edition of the *Young Person's Occupational Outlook Handbook (OOH)*.

"There's limited information about green jobs, and what is available can be confusing—particularly to young people unfamiliar with the world of work," says JIST's Associate Publisher Sue Pines.

A new section in the *Young Person's OOH* overviews nine green

jobs and gives young people insight about each job's earnings, outlook, required education and training, related school subjects, related jobs and more.

The book also features extra facts to help young people gain perspective on these emerging opportunities. The following are two examples:

❖ **From the overview on energy auditors:** You may think that utility companies want to sell more power so they can earn more money. However, they lose money when they have to build generating facilities that are needed only on the coldest days of winter and the hottest days of summer. That's why utility companies encourage energy conservation. As a result, some employ energy auditors and offer low-cost energy audits.

❖ **From the overview on biomass energy production workers:** Biomass has surpassed hydropower as

America's largest domestic source of renewable energy. California has the largest biomass industry, but recent growth has been concentrated in the central and southern states because of the availability of feedstocks. The U.S. Department of Energy projects a 14% increase in biomass energy use in a period ending in 2018.

In addition to the section on green jobs, the *Young Person's OOH* presents information on 260 major jobs, covering 90% of the workforce. It groups related job descriptions, making it easy for young people to explore job options based on their interests.

The *Young Person's Occupational Outlook Handbook*, Seventh Edition, is available at www.amazon.com, in bookstores and from the publisher (www.jist.com or 1-800-648-JIST). ■

Source: JIST Publishing.

—Resources—

📖 ***e-Résumés: Everything You Need to Know About Using Electronic Résumés to Tap into Today's Hot Job Market***, by Susan Britton Whitcomb and Pat Kendall, McGraw-Hill. Nearly 70% of employers use the Internet for job postings or recruiting. The authors explain how to create and send the perfect e-résumé for the job.

🔗 ***Job Hunters Bible*** is a user-friendly website designed to help novices understand the ins and outs of conducting an Internet-based job search. Log on to www.jobhuntersbible.com.

🔗 ***National Discrimination Center for Children with Disabilities*** offers a wealth of information on disabilities, including special education legislation, information about available grants, and much more. Check out www.nichcy.org.

📖 ***Health Care Job Explosion***, Fourth Edition, by Dennis Damp, Bookhaven Press, <http://healthcarejobs.org>. The health services job market is expected to increase 30% by 2014. The fourth edition of this resource covers all major occupational groups. A job locator is even provided.