

**2020**



# Disability Mentoring Day Toolkit



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## Disability Mentoring Day 2020

The American Association of People with Disabilities (AAPD) is a convener, connector, and catalyst for change, increasing the political and economic power of people with disabilities. AAPD's [Disability Mentoring Day](#) (DMD) program is a large-scale national effort to promote career development for students and job seekers with disabilities through career exploration and ongoing mentoring relationships.

Due to the growing uncertainty around the novel coronavirus, AAPD strongly encourages DMD coordinators to shift their events online. The safety of our participants is our number one priority as we approach an unpredictable cold and flu season. Based on a recent CDC report, the number of COVID-19 cases in the U.S. rose above 7 million and has resulted in over 200,000 deaths. This is especially alarming for people with disabilities, who may be at a greater risk of contracting and experiencing health complications due to this virus. For an up-to-date tracker of the COVID-19 cases, you may visit the [Center for Disease Control website here](#).

Hosting virtual events is not only critical for safety management purposes, these events also provide a unique opportunity to widely engage prospective partners. Although hosting a remote event may seem daunting at first, the regularity of online events is vastly growing as they provide great opportunities to engage a broader audience and consequently provide a greater impact for students and job seekers with disabilities. As a DMD coordinator, we strongly encourage you to optimize your chance to host your event virtually anywhere to make the greatest impact for students and job seekers with disabilities.

## History and Impact of Disability Mentoring Day

DMD was established to take place on the third Wednesday in October, in conjunction with [National Disability Employment Awareness Month](#). However, as DMD has grown, events may take place throughout the month of October and the entire year. DMD has expanded from a one-day event for a small group of students to an extensive national mentoring program for young professionals with disabilities across the United States, U.S. territories, and abroad.

Disability Mentoring Day began in 1999 with a proclamation from President Clinton. Less than three dozen students participated in the first DMD hosted by the White House. In 2001, AAPD committed to serving as the national coordinator for DMD, and the program has evolved significantly to encompass participation both nationally and internationally. Through a network

of volunteers and employers, DMD positively impacts students and job seekers with disabilities every year.

The DMD program allows employers to connect with people with disabilities outside of the typical hiring context, while at the same time exposing all people with disabilities to new employment possibilities, exciting career tracks, and future educational opportunities. DMD allows students to gain a first-hand look at careers they are interested in with the help of experienced mentors in the field. By working with these mentors, students will develop the interview and job skills needed to be successful. In addition, DMD programs educate employers on the value of hiring people with disabilities and how to make the workplace more accessible and empowering for employees with disabilities.

Through DMD, students and job seekers are paired with a career professional to learn what it means to work in that field, observe a typical workday, identify necessary skills, and learn about possible internships or employment prospects. While DMD is a one-day event, mentors and mentees are encouraged to stay in touch afterward. Mentoring is invaluable and beneficial for all parties involved, advancing career development and personal growth.

For more information about DMD and how to get involved, please visit [www.aapd.com/DMD](http://www.aapd.com/DMD).

# Disability Mentoring Day FAQs

## General Questions

### What is Disability Mentoring Day?

AAPD's Disability Mentoring Day (DMD) program is a large-scale national effort to promote career development for students and job seekers with disabilities through career exploration and ongoing mentoring.

### Where does DMD take place?

DMD has grown from a one-day event for a small group of students to an extensive national mentoring program for young professionals with disabilities across the United States, U.S. territories, and abroad. [You can let us know about your upcoming DMD event here.](#)

### When does DMD take place?

DMD was established the third Wednesday in October, in conjunction with National Disability Employment Awareness Month (NDEAM). However, DMD has since grown into a year-long program, and events now take place throughout the month of October and the entire year.

### How did DMD start?

Disability Mentoring Day began in 1999 with a proclamation from President Clinton. Less than three dozen students participated in the first DMD hosted by the White House. In 2001, AAPD committed to serving as the national coordinator for DMD, and the program has evolved significantly to encompass participation both nationally and internationally.

### Why is DMD important?

The Disability Mentoring Day program allows employers to connect with people with disabilities outside of the typical hiring context, while at the same time exposing all people with disabilities to new employment possibilities, career paths, and future educational opportunities. DMD allows students to gain a first-hand look at careers they are interested in with the help of experienced mentors in the field. By working with mentors, students will be able to develop the interview and job skills needed to be successful. In addition, DMD programs educate employers on the value of hiring people with disabilities and how to make the workplace more accessible and empowering for employees with disabilities.

### What are the goals of DMD programs?

The goals of Disability Mentoring Day include:

- Promoting disability as a central component of diversity recruitment for a more inclusive workforce;
- Disproving stereotypes about hiring people with disabilities;
- Increasing confidence among students and job seekers with disabilities;
- Enhancing internship and employment opportunities for people with disabilities; and
- Serving as a launch pad to promote a year-round, national effort to foster mentoring and career exploration.

### What does a successful DMD event look like?

DMD events comes in various shapes and sizes. Each event should be customized based on the participating students and employers, to best meet the needs and experience of all involved parties. Overall, a DMD event should connect with the two primary objectives of the program which are to:

- 1) Help participating students and job seekers with disabilities learn more about potential employment opportunities and develop connections to the local business community.
- 2) Counteract unconscious biases, myths, and stereotypes held by employers to make them more comfortable with disability and more likely to hire employees with disabilities in the future.

Elements of a virtual DMD event can include (but are not limited to):

- Job shadowing
- Informational interviews
- Resume workshops
- Mock interviews
- Connecting with the Human Resources and/or Recruiting Department to discuss potential in-person or remote internship and employment opportunities
- Virtual tour of company office/facility or website
- Guest speaker on disability inclusion in the workplace
- Discussion on how a company has adapted their internal and external operations due to COVID-19, and how this may have increased the flexibility of their work policies for employees
- Hosting a virtual career fair

Please be sure to share the details of your DMD event with AAPD so we can help promote it on our [DMD Events webpage](#). [You can share details of your event through this online form](#). We'd also like to gather some information on your event after it is held to help us track the overall impact of DMD around the country – [please complete this brief survey after your DMD event](#).

### Who do I contact to find out more about DMD?

To find out more about Disability Mentoring Day, please contact AAPD at [dmd@aapd.com](mailto:dmd@aapd.com) or visit [www.aapd.com/dmd](http://www.aapd.com/dmd).

## Questions for Students and Job Seekers with Disabilities

### Do I need to be a student to be a part of DMD?

No; we welcome all people with disabilities who wish to advance their career opportunities to be part of DMD programs.

### As a student and/or job seeker, what can I expect to gain from being a part of DMD?

Through DMD, students and job seekers are introduced to career professionals to learn what it means to work in a particular field, observe a typical workday, identify necessary skills, and learn about possible internships or employment prospects. While DMD is a one-day event, mentors and mentees are encouraged to stay in touch. Mentoring is invaluable and beneficial for all parties involved, advancing career development and personal growth.

## Questions for Mentors

### As a mentor, what will I gain from being a part of DMD?

A mentor is someone who — through support, counsel, friendship, reinforcement, and constructive example — helps another person reach their work and life goals. Some of the benefits of being a mentor include a sense of accomplishment; creation of networks; insight into childhood, adolescence, and young adulthood; and improved supervisory skills.

### I want to be a DMD mentor, but am unsure how to make my job accessible to people with certain disabilities. Should I still become a mentor?

Yes, most certainly! There are many ways to accommodate people with disabilities. For specific questions on making your platform accessible, review the Accessibility and Accommodations section of this toolkit located on page \_\_\_\_\_. However, in short, the best way to identify one's accommodation needs is to ask the person directly.

## Questions for Employers and Organizational Partners

### Why should my organization become involved in DMD?

DMD offers employers an opportunity to engage an untapped demographic of people with disabilities and develop a pipeline of talent into their organization. DMD also allows organizations to help constituents with disabilities develop confidence about their own employability, to recruit short- and long-term interns/employees, and to demonstrate positive

leadership. DMD is a truly unique program that allows companies to actively engage in issues affecting citizens and the business community in a positive way.

### I want to start a DMD program, but I live in an area where there are not many options for mentors. Is there still a way I can host a DMD event?

In the past, local coordinators in small communities have voiced concerns about finding mentors for their programs, but the year 2020 has significantly broadened options for coordinators to explore. As society continues to shift social engagements to a virtual interface, coordinators have the option to expand their outreach beyond their local areas, and connect with prospective mentors in neighboring counties, states, and other regions.

If coordinators prefer to keep their outreach local, most municipalities have a school, community center, and city/county government that they may wish to contact. Many of the jobs and job functions performed by those employees may fall within the job categories that are of interest to students and job seekers.

### What are the requirements to become a Coordinator for DMD?

To create a DMD program in your area, the first step is to apply to become a DMD Coordinator (if you have not already). The application can be found [here](#). When your application is received, AAPD will provide you with resources to help facilitate your first and successful DMD. Your responsibilities as a Coordinator include, but are not limited to, arranging outreach to potential hosts and mentors for your DMD event (such as businesses, corporations, government agencies, and advocacy organizations) and locating mentees from local high schools and colleges to participate. We have received countless stories from DMD Coordinators on the profound difference this one day can make for young people with disabilities, including leading to their first paid internship or job.

### What will my organization gain from being a part of DMD?

Disability Mentoring Day offers employers an opportunity to engage an untapped demographic of people with disabilities, to help constituents with disabilities develop confidence about their own employability, to recruit short-term and long-term interns/employees, and to demonstrate positive leadership.

### What are the benefits of employing people with disabilities?

Hiring people with disabilities ranked third as an indicator of a company's commitment to social justice, behind protecting the environment and offering health insurance to all ([Disability Employment 101: Introduction](#)). For more information on the value of disability-inclusive



workplaces, see the 2018 joint report from AAPD and Accenture [Getting to Equal: The Disability Inclusion Advantage](#).

## Getting Your DMD Off the Ground

### Sign up to be a DMD Coordinator and Share Information about your event(s)

The first step in engaging with Disability Mentoring Day is to sign up to be a DMD Coordinator! Coordinators should also submit information about the event(s) they plan to host each year. These forms can be accessed below or at [www.aapd.com/DMD](http://www.aapd.com/DMD).

- [Sign up to be a Disability Mentoring Day Coordinator](#)
- [Submit information about your Disability Mentoring Day event\(s\)](#)

### Establishing Partners

Successful DMD events engage a variety of partners in the community – students, schools, disability organizations, businesses, and more. Some potential partners to consider include:

#### High Schools

- Engaging high school students with disabilities is a great way to help them learn more about their career opportunities once they transition out of high school. These students benefit from participating in job shadows and professional development workshops.
- NOTE: In most cases, students under the age of 18 will need permission from a parent or guardian to participate in the DMD event.
- The state [Parent Training and Information Center](#) can be an excellent resource and help you engage an organization of parents of students with disabilities.

#### Colleges and Universities

- Engaging college students is another great way for companies to connect to a talent pool of people with disabilities. Many companies who host DMD events use DMD as a way to find potential interns or future employees.
- The vast majority of colleges and universities around the country have a Disability Services and Supports Office (or a similar resource), which can be an ideal place to connect with the population of students with disabilities.
- The college or university Career Services Office is another helpful resource to engage, along with student clubs and organizations.
- Ideally, Offices of Disability Services and Offices of Career Services should work together to promote inclusive employment opportunities for students with disabilities. Working with these offices for DMD can be a great way to generate conversation and connections and strengthen relationships.

#### Disability Organizations

- Centers for Independent Living (CIL) are local nonprofit organizations run by people with disabilities with the goal of supporting people with disabilities to live independently in the community. They can be a great resource to find young people with disabilities as well as potential speakers. [Identify your local center for independent living here.](#)

- Many national disability organizations have state and regional chapters or affiliates, which can help you identify young people with disabilities or potential guest speakers in your area. Some chapter organizations include:
  - [The Arc of the United States](#)
  - [Easterseals](#)
  - [United Cerebral Palsy](#)
  - [United Spinal Association](#)
  - [Autistic Self Advocacy Network](#)
  - [Paralyzed Veterans of America](#)
  - [Epilepsy Foundation](#)
  - [National Federation of the Blind](#)
  - [Special Olympics](#)
  - [American Council of the Blind](#)
  - [Little People of America](#)
  - [Mental Health America](#)
  - [National Association of the Deaf](#)
  - [National Down Syndrome Society](#)
  - [National Multiple Sclerosis Society](#)
  
- State vocational rehabilitation agencies are another resource focused on the employment of people with disabilities and may be able to make connections to job seekers with disabilities. [You can find your state vocational rehab agency here.](#)

### Local Businesses

- The [area chamber of commerce](#) or local business association can be a great starting place to reach a number of businesses simultaneously.
- Disability:IN has chapters across the country, many of which engage local business leaders. [Find your Disability:IN affiliate here.](#)

### Form a local organizing committee

Some DMD coordinators establish a local organizing committee to plan and execute DMD. This local organizing committee can help provide or raise funds for the event, help with recruitment of mentors, employers, or participants, and help share the work!

Areas of involvement to consider:

- Educators

- Employers
- Students and job seekers with disabilities
- Nonprofits, independent living centers, etc.
- Local Vocational Rehabilitation offices
- City and county employees

**Think about financial considerations (budget)**

When creating a virtual event, the budget expenses will need to be adjusted compared to previous in-person programs. For example, instead of having an expense line item for ground transportation, event planners will now need to secure an accessible online platform to ensure attendees can easily access and navigate the event. For lengthier events that would normally include lunch for their in-person participants can offer digital monetary cards so that online attendees may still have access to food and beverages during the DMD program.

- Below is a list of expenses that may be necessary when budgeting for your event:
  - Accessible online platform
  - Accommodations (American Sign Language Interpreters, real-time captioning, etc.)
  - Digital gift cards for food and beverages
  - Supplies for arts and craft projects (you may want to consider sending attendees a digital gift card to purchase these items)
  - Giveaways for participants (this should include expenses for shipping & handling)

**Example Budget for Virtual DMD Event**

This is based on a two hour program with speakers .

Expense Type	Cost
CART	\$230
ASL Interpreters	\$380
Food & Beverage	\$500
Honorarium	\$200
Subscription for online platform	\$150
Total	\$1,460

Consider partnering with groups that offer in-kind donations

- What resources and community supports do you already have?
- It is very helpful to have some kind of financing starting out. However, DMD events can be done through in-kind donations. Don't let the cost stop you from starting. Plan to increase financial support each year.

Overall, budgeting for a remote event will look slightly different and may be less costly. Event planners will not have to consider traditional expenses to include venue spaces, transportation and other in-person costs. Instead, coordinators will need to focus on ensuring that their virtual platforms are accessible and user-friendly. All content should be in an accessible format, and there should be alternative options for accessing materials. Attendees should have the ability to connect with event planners to discuss any questions or concerns or needs that may arise before, during, and after the event. The goal is to translate the in-person feel into a virtual platform that is inclusive of all participants.

For a comprehensive guide to producing an accessible online event, please refer to this article [“Digital Accessibility in the Age of COVID-19”](#), which gives best practices on creating accessible content and contains a list of highly recommended service providers for accommodation requests.

### Determine the structure of your DMD event

DMD events can be organized in many different ways to best meet the needs of participating students and the expertise of participating employers. Possible activities include:

Remote one-on-one or group job shadowing

- Plenary gatherings (before and/or after job shadow)
- Virtual group tours of the company’s website or facility
- Virtual group tours of a higher education institution’s website
- Virtual career fair
- Online workshops on job readiness training (resume writing, mock interviews, etc.)
- Virtual panel discussion of employed mentors with disabilities, where questions are facilitated by a moderator
- Do not feel as though you have to limit yourself to these specific activities – you can get creative and plan additional activities or guest speakers.

### Get city/county leaders involved

- Invite state and local government leaders to attend your event or provide a keynote address
- Secure a proclamation of support for DMD and disability employment
- Consider inviting your federal representatives

Engaging your state and local government is important because it helps develop credibility in the community and makes elected officials aware of the importance of disability employment.

## Timing of the event

Although DMD is officially observed on the third Wednesday of October during National Disability Employment Awareness Month (NDEAM), we encourage you to schedule your events on dates that work best for your colleagues and community. We highly encourage you to host an event or multiple events beyond the month of October!

## Prepare mentors for DMD

Provide guidance and resources on:

- How to be an effective mentor
- Getting to know your mentee
- Disability etiquette
- Providing accommodations
- Disability disclosure

Also, give the mentors the opportunity to ask questions.

## Create a timeline

Once you have addressed the items above, determine the timing of when tasks need to be completed. Assign various tasks and responsibilities among the committee, if you have one. Creating a timeline helps ensure that you stay on track to host a successful event.

## Ensure accessible evaluations or surveys are available to mentees and mentors after the event

Complete and turn in a final report to AAPD in the month following your event. DMD is a partnership between AAPD, national sponsors, and local committees. The final report demonstrates the overall impact of DMD and provides vital information to national sponsors that helps keep them involved and committed. [You can access the final reporting form here.](#)

## Background Checks

While you are not required to conduct background checks on mentors who participate in DMD, it is generally a good practice. Some places to start include:

- Abuse and Neglect Central Registry
- State Bureau of Investigation
- Driver's License
- Sex offender registry (national and free) is accessed through the Department of Justice.

## Accessibility and Accommodations

It is important to provide all reasonable accommodations and make sure your event's online platform is accessible to facilitate the full inclusion of DMD participants. Addressing disability accommodation requests may seem daunting at first, but with advance planning and clear communication with attendees on their needs, fulfilling these requests will be quite manageable.

### Common Accessibility Considerations

- Accessible online platform
- Use simple language in marketing and event materials
- American Sign Language (ASL) interpreters
- Communication Access Realtime Translation (CART) captioning
- Captions and audio narration (on any video materials)
- Gift card option that is widely accessible. Selecting a singular food delivery option such as Grub Hub, Uber Eats, or Door Dash is not recommended if attendees live in different market areas. A major gift card that is accepted at a majority of vendors is preferred.
- Staff training/awareness of disability etiquette

The best way to make sure the appropriate disability accommodations are provided is to ask participants what they need in advance of the event. You'll want to be aware of necessary accommodations at least two weeks in advance to allow time to schedule services.

Resources for accessible online platforms, recommended service providers and other helpful tips can be found below:

- [“Digital Accessibility in the Age of COVID-19”](#)
- Partnership for Employment and Accessible Technology: [Resource Library](#)

### Additional Resources

- [A to Z of Disabilities and Accommodations](#) – Job Accommodation Network
- [Accommodations](#) – Office of Disability Employment Policy, US Department of Labor
- [Procedures For Providing Reasonable Accommodation For Individuals With Disabilities](#) – US Equal Employment Commission
- [Reasonable Accommodations](#) – US Office of Personnel Management

## Job Shadowing in Rural Areas

If you are a Coordinator in a small community, you may have wondered where to find mentors. Most small towns have a school, community center, and city/county government that can offer suggestions. Many of the jobs and job functions performed by those employees may fall within the job clusters that are of interest to students and job seekers. Some people wear several hats and may not consider themselves experts, but they do those jobs as part of their daily routine. Below are some suggestions you may want to consider:

- **Communications:** Radio station, sheriff dispatcher, school bus dispatcher, hospital public relations, paratransit dispatchers, freelance journalists, photographer or communications consultant
- **Business and Marketing:** Local businesses, entrepreneurs in the area, farmers (discuss how they run the business side of the farm), local chamber of commerce president, business department at school, business office at nursing home or city office
- **Education:** Grade school teachers, principal or superintendent (probably started as a teacher), daycare providers with degrees
- **Food, Recreation, and Hospitality:** Cafeteria at local school, community center director, physical education teacher, state parks ranger
- **Health and Medicine:** Local doctor, dentist, EMT for fire department, nursing home LPNs and nurses, school nurse, community health department
- **Human Services:** Case manager or counselor at school, nursing home, hospital, independent living center, community developmental disability organization, mental health center, or Social and Rehabilitation Services office
- **Law, Government, and Public Policy:** Local courthouse, city/county commissioner, mayor, state senator or representative
- **Law Enforcement:** City police, sheriff, highway patrol
- **Natural Resources, Environment, and Agriculture:** City park official, city environment official, city/county water management, waste management or recycling, university satellite office of agriculture or environment, county extension office
- **Technology, Engineering, and Science:** Public school information technology specialist, technology specialist for city/county government, city/county employee in charge of building permits and construction



## Media Outreach Overview

The following information can assist Coordinators in generating media coverage for their DMD event. This includes an outline of how to create a DMD local story, methods to use when contacting a reporter, best practices to follow up with a reporter, and tools and resources to communicate with reporters.

### How to formulate your DMD story

When generating DMD press coverage, it is important to note the “Seven Characteristics of a News Story.” These principles will help you define why your DMD event and story are newsworthy. The Seven Characteristics of a News Story are:

- **Timeliness:** Is the story current? Is the story occurring today, tomorrow, or in a few days?
- **Significance:** Is the story or message in the story important to the public? Highlight why your story matters to the community. Include statistics and facts.
- **Proximity:** Is the story occurring within the community? Does it affect a specific segment of the community in some way?
- **Prominence:** Does the story have a connection to national or international issues? Such a story can be an eye-catcher for a reporter. DMD is a national program that occurs in more than 300 locations in the US and more than 20 countries worldwide.
- **Human Interest:** Does the story play to the reader’s emotions? Human interest stories appeal to emotions; they are relevant to the community and provide readers the opportunity to see into someone else’s life and experiences.
- **Uniqueness and Unusualness:** Does this happen often? Has this story ever occurred in your community?

### When creating your DMD news story

- Think about what is happening in the news on a national or local level – how can you apply that to your story?
- Tie your message and story to the national DMD program, hosted by AAPD. Reporters and readers of the newspaper want to know that your event is a part of a national initiative.
- Keep in mind the best practices and recommendations (including a language guide) from the [National Center on Disability and Journalism](#).

## When contacting the media

- Before you call a reporter, make sure you have listed the top three reasons why the reporter should be interested in your story. Remember the Seven Characteristics of a News Story.
- Select the local newspapers, television stations, or radio stations that would be most interested in your story.
- When calling a reporter, it is polite to ask if they are “on deadline.” This means that they are currently writing a story and their deadline is approaching. If the reporter is on deadline, ask them when you can contact them again, and do so when they are available.
- KISS! - Keep It Short and Simple. Include your three main points, highlight why your story is newsworthy, and provide statistics. You have 15 seconds to catch the attention of a reporter.
- Don’t “sell” the story, “tell” the story! Reporters are always turned off by callers that become salespeople. Remember reporters are human beings and are interested in “real” stories. So be short and concise, but be sure to tell the story.

## News/media tools

**Media Alert:** A media alert, also known as a media advisory, is a condensed news release. It is a document that lists the “who,” “what,” “when,” “where,” “why,” and “how” of your DMD event. It serves as an invitation for reporters to attend your event and why they should be interested. Be sure to include the names of any local DMD sponsors that are supporting your event.

**News Release:** A news release is a short story highlighting your DMD program. The first paragraph of a news release features the “who,” “what,” “when,” “where,” “why,” and “how” of your event/commemoration. It is best to keep your news release to one page; more than that becomes cumbersome. Be sure to include the names of any local DMD sponsors that are supporting your event.

**Fact Sheet:** Also known as a backgrounder or one pager, a fact sheet provides background information on the program. It usually includes any historical information that you were not able to include in the news release. The backgrounder can also include:

- Information about your own organization, including the names of the leadership and the local DMD team
- Your DMD program’s major accomplishments or your organization’s major accomplishments in assisting individuals with disabilities
- The goal of the event
- The estimated number of participants

- Sponsors of the event
- Interesting facts and statistics

**Press Kit:** The press kit includes all media tools: the news release, the media alert, the backgrounder, and any promotional materials for the program and your own organization, including brochures, newsletters, and annual reports.

### Timeline to disseminate media materials

If you would like the media to attend your event, we recommend using the following timeline:

- Two to three days before the event, send out the media advisory. It provides all the basic information that a reporter needs to know. Consider this as the reporter's invitation. Once you send it, contact the reporter the same day to ask if they have received your media advisory. It is best to wait about two hours to contact the reporter. This gives the reporter enough time to receive it.
- One day before the event, resend the media advisory. Be sure to include any confirmed guests or VIPs on this updated version. Follow up with the reporter in 30 minutes to an hour and pitch the story. Please keep in mind that you have about 15 seconds to capture the reporter's attention, so be sure to address the three main reasons why the reporter should be interested in the story, include stats, and highlight why your story is newsworthy (refer to the Seven Characteristics of a News Story).
- On the day of the program, make sure you have multiple press kits at the event for the reporter. If the reporter does not attend the event, send them the news release. After your event, wait about an hour to follow up with the reporter with a phone call, pitch the story, and offer yourself as a reference for the story.
- Whether or not reporters attend your event or cover the story, send them an email thanking them for their time and interest in the DMD program. Remember that the goal is to build relationships with the reporter and build your reputation and your DMD program's brand.

## Disability-Friendly Strategies for the Workplace

Are you an employer interested in participating in Disability Mentoring Day? Employers who include disability in corporate diversity efforts enrich and enhance workplace benefits such as diverse leadership, innovation, intersectionality, and the ability to cast a wider recruiting net. Below are strategies to incorporate people with disabilities into the workplace.

### Make a corporate commitment to include persons with disabilities among your stakeholders

Is the CEO committed to a disability-positive workplace? Do corporate policies, procedures, and practices specifically mention disability? Do people with disabilities serve on the board? Are workers with disabilities employed at all skill levels in the workforce, including senior management positions? Are your products or services accessible and marketed to customers with disabilities?

### Educate all staff on disability

Does new staff orientation include disability awareness training? Are training materials available in formats such as large print, Braille, accessible PDFs, and captioned videos? Do employees with disabilities serve as mentors for new hires who do not have disabilities?

### Provide ongoing information on disability

Are staff familiar with legislation pertaining to disability? Is disability information provided routinely in the company newsletter or website? Does your company contact disability resources in the community to help injured workers return to the workplace as soon as possible?

### Form a disability support group

Do employees with disabilities meet to discuss disability issues? Does this group have authority to make recommendations to management? Is all staff aware of this group and the contributions it makes to corporate success?

### Provide accessible facilities and services

Are buildings, parking areas, workspaces, online platforms and communication systems fully accessible to people with disabilities? Do workers have the option to work remotely due to an accommodation request?

### Accommodate applicants and workers with disabilities

Is there a central source and budget for accommodations? Are applicants and employees informed that accommodations are available if needed? Does staff routinely stay current on new developments in universal design and assistive technology?

### Project a disability-positive image to attract candidates and customers with disabilities

Do college recruiters target students with disabilities when making campus calls? Do recruiters search for resumes on disability-related websites? Are recruiters and other personnel responsible for establishing working relationships with community agencies serving applicants with disabilities?

### Hire applicants with disabilities

Do recruiters regularly attend employment fairs for candidates with disabilities or target students at colleges with known populations of students with disabilities (such as Gallaudet University, Rochester Institute of Technology and the National Technical Institute for the Deaf)?

### Train, promote, and empower workers with disabilities

Do employees with disabilities routinely participate in employer-sponsored training opportunities? If not, has this issue been brought before the Disability Employee Resource Group for recommendations? Are procedures in place to promote qualified employees with disabilities to management and supervisory positions?

### Encourage staff to volunteer in the community

Is staff encouraged to build relationships with disability community service organizations? Do staff make regular visits to high schools to inform administrators, teachers, and students with disabilities about open houses or job trends in your industry?

*Source: This information was prepared in cooperation with Disability:IN, (formerly known as the Business Leadership Network (BLN), an employer-led endeavor of the Office of Disability Employment Policy supported by the U. S. Chamber of Commerce. This program promotes best disability employment practices to enhance employment opportunities for job candidates who happen to have disabilities. For more information about the BLN and other programs of the Office of Disability Employment Policy [check out our website here](#).*

## DMD Best Practices for Companies

Many companies want to get involved with Disability Mentoring Day, but often do not know where to start. The following are a few suggestions to help make DMD a great experience for your organization.

### Determine how your corporation can get involved

- Will employees volunteer as remote mentors?
- Can you host an online event?
- Can you sponsor a plenary session or luncheon?
- Can your company offer financial support for students towards distance learning supplies or equipment?

### Think about the end goal of your DMD event

- What does your organization hope to accomplish through their involvement with DMD?
- If you hope to increase your community engagement, make sure you are partnering with other community organizations, such as your local independent living center, the disability services office at a local college, etc. as well as engaging with the disability community online
- If you are hoping to use the event as an opportunity to build a pipeline of talent, consider what types of entry-level jobs are available at your organization and how you can align the qualifications with the type of students you will invite to the event. Engage with your company's human resources or recruiting department.

### Publicize participation in and importance of DMD across organizations

- Advertise the event or opportunity through your internal communications
- Add a mention of DMD to your website
- Utilize social media
- Request an endorsement from your CEO or senior leadership

### Get all departments and groups involved

- If your company has an employee resource group (ERG) for employees with disabilities, make sure they are involved in the planning (and if you don't have one yet, start one!)
- Include human resources, including any diversity and inclusion personnel, as well as any recruiters that may be able to talk about employment opportunities

- Include the corporate social responsibility office, if you have one
- Invite employees from across the organization and from all departments to become mentors
- Include diverse groups of company representatives in each step of the process

#### Consider how you will develop the programming for the event

- Have a theme for your event (align the event with the purpose of participating)
- Ensure electronic handouts, videos, etc. shown during recruitment and on the day of the event are accessible (including video and audio captioning)
- Think about how you can make the day interactive and fun for the participants. Since your event will be online, you may need to think more creatively on how to engage younger participants, especially in a world where “Zoom fatigue” can be a concern.

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Appendix A – Disability Mentoring Day Graphics



Image caption: Graphic of a logo with a white background and black font reading Disability Mentoring Day including the abbreviation DMD on the right side. AAPD's logo of a white power symbol against a blue background is shown on the left side and the web address: www.AAPD.com is written underneath.



Image caption: Dark blue text against a black background that takes up the center and right side of the image. The words on the bottom of the image read American Association of People with Disabilities and the abbreviation AAPD written above. On the top left-hand corner there is a white power symbol against a blue background.

## Appendix B – Sample letter to potential partners

[It is best to place the following on organizational letterhead.]

[Date]

Dear [potential partner]:

I am reaching out as a representative of [company/organization] and as a Coordinator for [Disability Mentoring Day](#) (DMD) with an inquiry about a potential partnership with [potential partner organization].

Disability Mentoring Day is a large-scale national effort coordinated by the [American Association of People with Disabilities](#) (AAPD) to promote career development for students and job seekers with disabilities through virtual career exploration and ongoing mentoring. DMD is designed to bring students and job seekers with disabilities into the workplace to learn about various career opportunities. Through DMD, students and job seekers are connected to career professionals through job shadowing, panel discussions, informational interviews, professional development workshops, and more. While DMD is a one-day event, mentors and mentees are encouraged to stay in touch afterward. Mentoring is invaluable for both the mentor and student, advancing career development and personal growth.

This year, [company/organization] is planning to host a virtual DMD event and would like to engage the local community. Specifically, I am reaching out to you to see if [potential partner organization] would be interested in partnering with us to [list request – help connect to students with disabilities, serve as a speaker during an event, serve as a mentor, help promote the event, etc.].

Our event will be held at [time] on [date] through [online platform]. During the event, we will [brief description of event].

Please let me know if you are interested in learning more about this partnership opportunity. You can contact me directly at [contact information].

Sincerely,

[signature]

## Appendix C – Sample mentor recruitment letter

[It is best to place the following on organizational letterhead.]

[Date]

Dear Prospective Mentor:

We want to offer you the opportunity to become a mentor to a student or job seeker with a disability who is interested in your field by participating in Disability Mentoring Day (DMD) on [date].

DMD is designed to bring students and job seekers with disabilities into the workplace to learn about various career opportunities. Through DMD, students or job seekers are paired with a career professional to learn what it means to work in that field or occupation, observe a typical workday, identify necessary skills, and explore possible internships or employment prospects. While DMD is a one-day event, mentors and mentees are encouraged to stay in touch afterward. Mentoring is invaluable for both the mentor and student, advancing career development and personal growth.

Disability Mentoring Day originated at the White House in 1999 with less than three dozen local students participating. DMD has since evolved significantly to encompass participation across the country and is now sponsored by the American Association of People with Disabilities, the nation's largest cross-disability organization. To find out more about DMD, please visit our website at <http://www.aapd.com/DMD>.

To participate in DMD, please return the attached mentor application to [name of local organization] by at [insert email] by [insert date].

If you have any additional questions, please do not hesitate to contact us. We hope you will take advantage of this mentoring opportunity and join us on [insert date].

Sincerely,

[Name]

Local Coordinator for DMD-[City Name] and

[Title]

[Organization Name]

## Appendix D – Sample mentee recruitment letter

[It is best to place the following on organizational letterhead.]

[Date]

Dear Prospective Mentee:

We want to offer you the opportunity to be mentored by a professional in a career field that interests you by participating in Disability Mentoring Day (DMD) on [date].

DMD is designed to bring students and job seekers with disabilities into the workplace to learn about various career opportunities. Through DMD, students or job seekers are paired with a career professional to learn what it means to work in that field or occupation, observe a typical workday, identify necessary skills, and explore possible internships or employment prospects. While DMD is a one-day event, mentors and mentees are encouraged to stay in touch afterward. Mentoring is invaluable for both the mentor and student, advancing career development and personal growth.

Disability Mentoring Day originated at the White House in 1999 with less than three dozen local students participating. Now sponsored by the American Association of People with Disabilities, DMD has since evolved significantly to encompass participation across the country. To find out more about DMD, please visit our website at <http://www.aapd.com/DMD>.

To participate in DMD, please return the attached mentee application to [name of local organization] at [insert email] by [insert date].

If you have any additional questions, please do not hesitate to contact us. We hope you will take advantage of this mentoring opportunity and join us on [insert date].

Sincerely,

[Name]

Local Coordinator for DMD-[City Name] and

[Title]

[Organization Name]

## Appendix E – Sample general support letter

[Organizational Letterhead]

[Date]

[Company Name] is pleased to announce our support for the AAPD [insert year] Disability Mentoring Day (DMD) program. The main objective of the AAPD DMD program is to increase exposure to career exploration, networking, and employment opportunities for job seekers with disabilities. Since the program's inception in 1999, participation has grown exponentially, both nationally and internationally. DMD has typically been observed on the third Wednesday in October; however, the program has evolved to encompass events year-round, encouraging participants to embody the true spirit of Disability Mentoring Day all year.

[Company name] recognizes the importance of programs like Disability Mentoring Day because [Customize with organization information such as info related to diversity statements, initiatives, etc.]

[Company name] applauds the leadership of [Insert name of DMD program/AAPD] in promoting the importance of mentoring and career development for people with disabilities.

[Organization Representative Name]

[Organization Name]

*\*\*\*\*NOTE: The General Letter of Support template is for businesses or other organizations that wish to publicly support Disability Mentoring Day. This letter may be used as a promotional tool, fundraising tool, etc. and can be customized.\*\*\*\**

Appendix F – Sample media release form

**MEDIA RELEASE FORM – Disability Mentoring Day**

I, (print name) \_\_\_\_\_, hereby grant permission to the American Association of People with Disabilities (AAPD) and its employees or representatives to take and use:

**(Check all that apply)**

- Photographs/digital images
- Video
- Audio recording or quoted remarks
- Educational or other PowerPoint or presentation materials

of me for use in promotional or educational materials. These materials might include printed or electronic publications, websites, or other electronic communications. I further agree that my name and identity may be revealed in descriptive text or commentary in connection with the image(s).

I authorize the use of these materials indefinitely without compensation to me. All negatives, positives, prints, digital reproductions, and video and audio recordings shall be the property of the American Association of People with Disabilities.

\_\_\_\_\_  
(Signature of subject) (Date)

\_\_\_\_\_  
(Print Full Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City, State, ZIP)

## Appendix G – Sample DMD Proclamation

### Proclamation

WHEREAS, more than one million people with disabilities have entered the labor force since the passage of the Americans with Disabilities Act in 1990; and,

WHEREAS, as taxpayers, consumers, and workers, people with disabilities are contributing to our society and to their own fulfillment of the American dream; and,

WHEREAS, new generations of young people with disabilities are growing up in [City Name, County Name, or State Name], graduating from high school, going to college, and preparing to participate in the workplace; and,

WHEREAS, job seekers with disabilities, regardless of age, are striving to attain economic independence through self-sufficiency and gainful employment; and,

WHEREAS, both students and job seekers with disabilities have the right to maximize their potential by making the most of their intellect, talents, and abilities in an environment free of physical, programmatic, and attitudinal barriers; and,

WHEREAS, Disability Mentoring Day provides an opportunity for students and job seekers with all types of disabilities to gain insight into career options by spending part of their day in the workplace shadowing an employee as he or she goes through a normal day on the job; and

WHEREAS, employers from the private, governmental, and non-profit sectors may benefit from mentoring people with disabilities as a way of learning about the experience of disability, developing lasting relationships with disability community leaders, and recruiting new and emerging talent for meaningful internship and employment opportunities; and

WHEREAS, these efforts are made possible through a broad partnership with the American Association of People with Disabilities (supported by a host of private corporations) and a dedicated local team of organizers from businesses, non-profit organizations, school districts, colleges and universities, and government agencies [modify this list according to your own Local Organizing Committee makeup or state the name of the local coordinating organization(s) instead];

Now, Therefore, Be it

RESOLVED that I, [Full Name of Elected Official], [Mayor/County Executive/Governor] of the [City/County/State] of [Name of City or State] do hereby proclaim [Day/Month/Year] as:

**Disability Mentoring Day**

in the [City/County/State] and encourage all citizens to recognize the enormous potential of people with disabilities and to work toward their full integration into the workforce.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the [City/County/State] of [Name of City/County/State] to be affixed.

Done at [the County Hall of Administration/City Hall the Capital], City of [Name of City], State of [Name of State], this the [Day] day of [Month], in the year of our Lord, [Year], and in the [insert age of state such as "One Hundred Sixty Third year"] of the [City/State].

[End of Proclamation]

*\*\*\* NOTE: Only insert the name of the city or state when expressly mentioned. Where the text says "[City/County/State]", merely insert the applicable word.\*\*\**



## Appendix H – Teacher Tip Sheet

Disability Mentoring Day (DMD) is an opportunity for your students to learn more about their career interests and goals. It is important to prepare all students accordingly so that they can maximize their experiences at your upcoming DMD event.

### Goal Setting:

Help students write down goals by finishing the following sentences:

- My educational goals are to \_\_\_\_\_.
- My career goals are \_\_\_\_\_.
- My personal goals are to \_\_\_\_\_.

### Exploring Skills and Strengths:

Help students explore their skills and strengths by finishing the following sentences:

- Some things I'm really good at are \_\_\_\_\_.
- My friends/teachers/family would describe me as \_\_\_\_\_.
- I would be an asset to a job because I am \_\_\_\_\_.
- I would be an asset to a job because I can \_\_\_\_\_.

Help them use a diagram like the one below to plot out important skills and how they relate to career goals.

And then have them answer:

- What do you already do well that will be useful to you in your dream job?

### Introduction to the Workplace

It is important for students to know what to expect from Disability Mentoring Day; we recommend you prepare them with a brainstorming activity. Some questions to be brainstormed:

- What are appropriate workplace behaviors and manners?
- What will you learn?
- What will you get out of Disability Mentoring Day?
- What's a good way to make a good first impression?
- What's a good way to make a good final impression?

## Mock Interviews

Help your students learn to think and talk about themselves. Students should be able to introduce themselves and tell their mentors a little about themselves and their goals as well as ask questions. Help students work up a script, do mock interviews with the class, and allow students to help their classmates. Some suggestions:

### Interview 1 (Talking About Yourself)

Mentor: Tell me about you. What sort of career do you want to have?

Mentee: \_\_\_\_\_

Mentor: Why that job or career?

Mentee: (Students can talk about strengths, accomplishments, general goals, etc.)

Mentor: How do you plan to get that job?

Mentee: (Students can talk about education, short-term goals, internship possibilities, etc.)

Mentor: What sort of experience do you have?

Mentee: \_\_\_\_\_

### Interview 2 (Learning About Mentor's Job)

Mentee: Hi, My name is \_\_\_\_\_ and I attend *(insert school name)*.

Mentor: Hello. My name is [NAME] and I work at the Department of Labor in the Human Resources Department.

Mentee: *(Possible questions to ask your mentor – choose a few or come up with your own.)*

- What is your job title, and what is your role and responsibilities?
- What do you enjoy about your job?
- What are your biggest challenges at work?
- How did you get this current position?
- What is a typical workday like for you?
- How do people learn about job openings in your field?
- What types of employers, other than yours, hire people to perform the kind of work you do?
- If you were hiring someone for an entry-level position in your field, what would you look for?
- Is there any advice you can offer me?

## Appendix I – Sample mentor application

### Mentor Application

[City Name] Area

Return by Email to [insert email address]

#### ARE YOU INTERESTED IN BECOMING A MENTOR TO A STUDENT OR JOB SEEKER WITH A DISABILITY?

Then Disability Mentoring Day is for you! DMD enables students and job seekers to spend a day visiting a business, nonprofit organization, or government agency that matches their interests and have one-on-one time with volunteer mentors. It is an opportunity to underscore the connection between school and work, evaluate personal goals, target career skills for improvement, explore possible career paths, and develop lasting mentor relationships. It all begins with this application, so fill it out, send it in, and spread the word!

**Deadline: All applications MUST be received by [date].**

#### SECTION I: GENERAL INFORMATION

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Name of Business, Government Agency, or Non-Profit Organization:

\_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_ ZIP: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

How would you prefer for us to contact you? \_\_\_\_\_

#### SECTION II: WORK EXPERIENCE INFORMATION

Job Title: \_\_\_\_\_

Please indicate the career category or categories that best describe your job.

\_\_\_ Arts and Communication

\_\_\_ Law, Government, and Public Policy

- Business and Marketing
- Education
- Health and Medicine
- Human Services
- Other: \_\_\_\_\_
- Law Enforcement
- Natural Resources, Environment, and Agriculture
- Technology, Engineering, and Science
- Food, Recreation, and Hospitality

Please summarize your job responsibilities:

### SECTION III: WORKPLACE LOGISTICS

Location of your work site: \_\_\_\_\_

Please indicate the setting that most accurately describes your workplace.

- Private business
- Non-profit organization
- Government agency
- Educational institution

Please describe all categories that apply to the mentees you hope to host for Disability Mentoring Day.

- High school students
- College students
- Students in post-graduate work
- Job seekers not currently in school
- No preference; the most important factor is area of interest.

Is your facility wheelchair accessible?  Yes  No

Does your business, organization, or agency offer internship opportunities? If so, please briefly describe, including the areas of focus for such a program. If the mentee pool permits, we will do everything we can to match you up with students who may be interested in separately applying for an internship that your organization may be offering. Feel free to include websites to visit and to use additional pages.

---

### SECTION IV: GENERAL INFORMATION FOR WORKPLACE COORDINATORS (OPTIONAL)

If you are coordinating a Disability Mentoring Day program at your job site or would like to lead such efforts in your office, please fill out this section. Check all that apply.

- One-on-one job shadowing

- Tour of company site
- Small group discussion with all mentees
- Lunch with mentees
- Lunch covered by mentor/organization
- Mentee must bring own lunch or money for lunch

On-Site Agency or Organization Coordinator name and contact: \_\_\_\_\_

Total number of mentees to host: \_\_\_\_\_ Total number of mentors to host: \_\_\_\_\_

Coordinators are asked to gather applications from their offices and send everything in together. Every attempt will be made to match each mentor with a mentee, but in the event that this proves impossible, advance notice will be provided.

**SECTION V: BACKGROUND CHECK**

It is a best practice for mentoring programs to run a background check on mentors for students for the students’ protection. The background check will be done through the state Abuse and Neglect Registry and the state Bureau of Investigation Criminal Records Check. The SRS Information and Registry Form is a separate document. Please include it when you return this application.

Have you ever been convicted of a crime?  Yes  No

If yes, please explain: \_\_\_\_\_

Do you object to our agency running a background check on you?  Yes  No

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_ Maiden Name (if applicable): \_\_\_\_\_ Preferred Name (if different from above): \_\_\_\_\_

Date of Birth \_\_\_\_\_ Sex: M F

**This information will be kept confidential and only be used for reference purpose to ensure the safety of the students being mentored. Thank you for your cooperation.**

\_\_\_\_\_  
(signature)

\_\_\_\_\_  
(date)

\_\_\_\_\_  
(print full name)

## Appendix J – Sample mentee application

### Mentee Application

[City Name] Area

Return by Email to [insert email address].

#### ARE YOU A STUDENT OR JOB SEEKER

#### WITH A DISABILITY LOOKING FOR A WORKPLACE MENTOR?

Then Disability Mentoring Day is for you! DMD enables students and job seekers to spend a day visiting a business, nonprofit organization, or government agency that matches their interests and have one-on-one time with volunteer mentors. It is an opportunity to underscore the connection between school and work, evaluate personal goals, target career skills for improvement, explore possible career paths, and develop lasting mentor relationships. It all begins with this application, so fill it out, send it in, and spread the word!

**Deadline: All applications MUST be received by [date].**

#### SECTION I: GENERAL INFORMATION

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_

#### SECTION II: EDUCATIONAL SUMMARY

Please check one of the following:

\_\_\_ High school student, attending \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_ College/graduate student, attending \_\_\_\_\_ Year \_\_\_\_\_

\_\_\_ Job seeker, not currently in school

Major or area of interest: \_\_\_\_\_

Highest level of education attained (check one):

- Some high school
- College Degree(s): \_\_\_\_\_
- High School Diploma
- Post-Graduate Degree(s): \_\_\_\_\_
- Vocational License: \_\_\_\_\_

### SECTION III: SCHOOL OR PROFESSIONAL CONTACT

(Teacher, Counselor, Professor, or Service Provider)

**Last Name:** \_\_\_\_\_ **First Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

### SECTION IV: PLACEMENT PREFERENCES

All mentees are responsible for their own transportation to and from the central venue for their local Disability Mentoring Day events or to designated meeting places as arranged in advance. Check with your local organizer to determine the details that pertain to you.

Below, using the Career Clusters Worksheet (located on the last page of this application) as a guide, please select up to four career fields of interest and rank by preference.

- |   |   |
|---|---|
| <input type="checkbox"/> Arts and Communication           | <input type="checkbox"/> Law, Government and Public Policy                  |
| <input type="checkbox"/> Business and Marketing           | <input type="checkbox"/> Law Enforcement                                    |
| <input type="checkbox"/> Education                        | <input type="checkbox"/> Natural Resources, Environment, and<br>Agriculture |
| <input type="checkbox"/> Food, Recreation and Hospitality | <input type="checkbox"/> Technology, Engineering, and Science               |
| <input type="checkbox"/> Health and Medicine              | <input type="checkbox"/> Other: _____                                       |
| <input type="checkbox"/> Human Services                   |   |

### SECTION V: ACCOMMODATION REQUESTS

Please check any accommodations you may need at Disability Mentoring Day events:

- Braille  Sign Language Interpreter

Computer disk    Oral    Tactile    ASL    PSE  
 Large print    Dietary restrictions: \_\_\_\_\_  
 Wheelchair access    Other: \_\_\_\_\_

## SECTION VI: GOALS, INTERESTS AND HOBBIES (OPTIONAL)

On separate pages, briefly answer the following questions. We strongly encourage you to take advantage of this opportunity to provide more information, since this will help event organizers with the mentor/mentee matching process. Also feel free to include a resume.

- What is your ultimate and/or long-term career goal?
- Describe your major and/or educational area(s) of interest.
- Describe your paid and/or unpaid work experience (if any). Include extracurricular activities, internships, and community service work.
- Describe the job-related skills that you have (if any). What skills do you hope to gain from Disability Mentoring Day and in the future?

## SECTION VII: TRANSPORTATION

### PRELIMINARY TRANSPORTATION PERMISSION

*(Please have your parent/guardian sign below if under the age of 18)*

\_\_\_\_\_ I understand that I am responsible for making transportation arrangements for my child to the plenary event, and I understand that this may involve traveling between different locations during the day in vehicles that may be either school district vehicles or business-owned vehicles and may be driven by either school district employees or local business people. I further understand that, in certain cases made known to me in advance, employers may escort my child to job shadowing work sites via public transportation and that such arrangements will depend on the agency to which my child is matched.

\_\_\_\_\_ I will provide transportation for my child to and from the mentoring site on [date]. I will also transport my child from the plenary to the particular mentoring organization and then back to the afternoon plenary event in accordance with arrangements individually made with that organization in advance.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date



**TO BE COMPLETED BY PARTICIPANTS UNDER 18**

**NOTE:** For students in high school or younger, this authorization must be completed by a parent or guardian.

Your child has been invited to attend the Disability Mentoring Day (DMD) event on [date], nationally hosted by the American Association of People with Disabilities (AAPD) and locally coordinated by [Organization Name]. Your child will attend a morning session for a large group of students before being assigned to an employee for a one-on-one mentoring and job shadowing experience. Mentees will learn about career opportunities, typical attitudinal and structural barriers faced by people with disabilities in a particular industry, and the types of skills needed to succeed in the working world. Following the receipt of the application and your initial consent, your child will be matched with a local business, public agency, or non-profit organization. Additional details will be forthcoming at that time. For further information, please contact [Your Name] with [Your Organization] at [Your number] or [Your email].

**PERMISSION TO PARTICIPATE IN DISABILITY MENTORING DAY**

My child, \_\_\_\_\_, may participate in Disability Mentoring Day activities on [date], from \_\_:\_\_ AM to \_\_:\_\_ PM.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PHOTO/NAME RELEASE.** I further understand that the Disability Mentoring Day can attract attention from the media and that it is used to promote ongoing partnerships between schools, disability organizations, and employers. Additionally, I understand that participating mentee names may be provided to the [State] DMD statewide planning committee to print a recognition certificate from DMD. I hereby grant permission to release the name and photograph my above-mentioned child for promotional and educational purposes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Career Worksheet

**NAME:** \_\_\_\_\_

On Disability Mentoring Day, mentees may be paired with a workplace mentor at a job site. To make your experience more meaningful, please rate your top three choices among the following career clusters. If possible, you will be paired with a mentor who works in one of the clusters you selected.

Place the number of your choice next to the appropriate career cluster below.

**1 = First Choice**

**2 = Second Choice**

**3 = Third Choice**

\_\_\_\_\_ **Arts and Communication:** Do you like to communicate ideas? Do you like to share information? Are you creative, imaginative, and innovative? Do you like to express yourself in writing or with audio, visual, or media arts? Do you like to perform? Could you imagine yourself working at a museum or in other settings that promote and celebrate artistic expression?

\_\_\_\_\_ **Business and Marketing:** Are you organized, accurate, and self-motivated? Are you a leader? Do you enjoy organizing people and planning events? Do you like working with computers? Do you like creating reports? Do you like marketing things? Do you enjoy working with numbers?

\_\_\_\_\_ **Education:** Would you enjoy teaching either children or adults in an academic setting?

\_\_\_\_\_ **Food, Recreation, and Hospitality:** Do you enjoy the preparation of and/or serving of food, either in a cafeteria or restaurant setting? Do you like organizing recreational activities such as social outings, competitive sports, arts and crafts, and picnics? Do you like putting together the logistics for conferences and conventions, community service projects, or other community relations activities? Do you enjoy being around people and picture frequent interaction with others as a vital part of your ideal work environment?

\_\_\_\_\_ **Health and Medicine:** Do you like to work with people? Are you interested in wellness and nutrition? Are you interested in working as a doctor, nurse, nurse practitioner, or medical assistant? Do you like new technology? Are you interested in medical research and figuring out the causes of diseases? Can you stay calm in an emergency?

\_\_\_\_\_ **Human Services:** Are you able to get along with a diverse group of people? Do you like serving the public? Are you a leader? Are you patient, polite, and able to make decisions? Are you dependable and hardworking?

\_\_\_\_\_ **Law, Government, and Public Policy:** Do you like to follow current events? Do you like to learn about local, state, national, or international politics? Are you interested in how laws are enacted? Do you aspire to hold elected or appointed political office? Do you like speech and

debate? Do you see yourself arguing a case in court? Do you like conducting research on the law, its practical application, and how it is interpreted? Do you envision helping to draft major public policy on issues you care about?

\_\_\_\_\_ **Law Enforcement:** Do you want to work as a police officer, sheriff, marshal, detective, or criminologist? Would you be interested in investigating and solving crimes?

\_\_\_\_\_ **Natural Resources, Environment, and Agriculture:** Are you passionate about the environment? Do you like working with plants and animals? Are you interested in physical resources such as land, water, soil, and weather? Do you like to observe, learn, investigate, and solve problems?

\_\_\_\_\_ **Technology, Engineering, and Science:** Do you enjoy math, technology, or science? Do you have the ability to be accurate, analyze data, and solve problems? Do you like designing things or drawing detailed plans? Do you like using machines and heavy equipment?

\_\_\_\_\_ **Other:** Is your main interest not covered above? If so, tell us about your preferences in the space provided on the previous page.

## Appendix K – Sample mentee application – Spanish

¿ÉRES UN ESTUDIANTE O ESTAS BUSCANDO TRABAJO? ¿ÉRES ENERGÉTICO Y ENTUSIASTA?  
¿TIENES ALGUNA DISCAPACIDAD? ¿ESTÁS BUSCANDO UN MENTOR PROFESIONAL?

¡Deberías ser parte del Día del Mentor y Discapacidad (DMD)! DMD les permite a estudiantes y personas con discapacidad en búsqueda de trabajo participar de un día de guía profesional, visitando negocios, agencias sin fines de lucro, o agencias gubernamentales afines a los intereses de dichos estudiantes y personas con discapacidad. Además, cada participante tiene la oportunidad de conectar con un mentor en el área de trabajo de su interés. Es una oportunidad para evaluar tus metas personales, refinar tus habilidades laborales, explorar oportunidades y desarrollar una relación duradera con mentores profesionales. Todo comienza con esta aplicación. ¡Llénala, envíala y pasa la voz! Fecha límite: la aplicación DEBE ser recibida para el [fecha].

### SECCIÓN I: INFORMACIÓN GENERAL

Apellido: \_\_\_\_\_ Nombre: \_\_\_\_\_

Género: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad y Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_ e-mail: \_\_\_\_\_

Teléfono ( ) \_\_\_\_\_ - \_\_\_\_\_

### SECCIÓN II: RESUMEN EDUCATIVO

Por favor, marque alguna de las siguientes opciones según tu estado académico:

\_\_\_ Soy estudiante de secundaria, cursando \_\_\_\_\_ Promedio \_\_\_\_\_

\_\_\_ Soy estudiante en una Universidad/Postgrado, cursando \_\_\_\_\_ Año \_\_\_\_\_

\_\_\_ Estoy buscando trabajo, pero no estoy estudiando actualmente.

Especialidad o área de interés: \_\_\_\_\_

Nivel de educación mas alto obtenido (Seleccionar uno):

\_\_\_ Bachillerato incompleto \_\_\_ Grado(s) universitario: \_\_\_\_\_

\_\_\_ Diploma de bachillerato \_\_\_ Postgrado(s): \_\_\_\_\_

\_\_\_ Licencia de vocacional \_\_\_\_\_

### SECCIÓN III: CONTACTO ESCOLAR O PROFESIONAL

(Maestro, Consejero, Profesor, o Proveedor de servicios)

Apellido: \_\_\_\_\_ Nombre: \_\_\_\_\_

Título: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad y Estado: \_\_\_\_\_ Código Postal: \_\_\_\_\_ e-mail: \_\_\_\_\_

Teléfono: \_\_\_\_\_

#### SECCIÓN IV: PREFERENCIAS PROFESIONALES

Todos los participantes son responsables de coordinar su llegada al lugar central de los eventos del Día del Mentor y Discapacidad (DMD) y otros lugares designados según como se organice con anterioridad. Comuníquese con su organizador local para determinar los detalles que le corresponden a usted.

En la parte de abajo, (usando la hoja de trabajo de agrupaciones de carrera en la última página de esta aplicación), por favor seleccione tres o más opciones laborales de su interés y ordénelas por preferencia. Esta información será usada por su organizador local para identificar posibles mentores para usted.

- |   |   |
|---|---|
| <input type="checkbox"/> Artes y Comunicación                   | <input type="checkbox"/> Ley, Gobierno y Política Pública                 |
| <input type="checkbox"/> Negocios y Marketing                   | <input type="checkbox"/> Aplicación de la Ley                             |
| <input type="checkbox"/> Educación                              | <input type="checkbox"/> Recursos Naturales, Medio Ambiente y Agricultura |
| <input type="checkbox"/> Gastronomía, Recreación y Hospitalidad |   |
| <input type="checkbox"/> Salud y Medicina                       | <input type="checkbox"/> Tecnología, Ingeniería y Ciencia                 |
| <input type="checkbox"/> Servicios Humanos                      | <input type="checkbox"/> Otra: _____                                      |

#### SECCIÓN V: ACCESIBILIDAD

Por favor seleccione si usted requiere de cualquiera de las siguientes asistencias:

- |   |   |
|---|---|
| <input type="checkbox"/> Documentos en Braille      | <input type="checkbox"/> Interprete de lenguaje de señas  |
| <input type="checkbox"/> Flash Drive con Documentos | <input type="checkbox"/> ASL <input type="checkbox"/> PSE |
| <input type="checkbox"/> Impresora grande           | <input type="checkbox"/> Necesidades Alimenticias _____   |
| <input type="checkbox"/> Acceso de silla de ruedas  | <input type="checkbox"/> Otra _____                       |

#### SECCIÓN VI: METAS, INTERESES Y PASATIEMPOS (OPCIONAL)

En una hoja de papel aparte, brevemente conteste las siguientes preguntas. Aunque son opcionales, le recomendamos que tome ventaja de esta oportunidad para proveer más información, ya que esto ayudará a los organizadores del evento en el proceso de asignar mentores. Siéntase libre de incluir su CV.

¿Cuál es su principal meta profesional a largo plazo? Describa su especialidad y/o interés educativo. Más allá de bachillerato, ¿de qué instituciones se ha graduado y cuándo? Describa su experiencia de trabajo ,

remunerado y no-remunerado (incluya actividades extracurriculares, pasantías, y servicio comunitario). Describa sus habilidades laborales relacionadas al trabajo actualmente ejerce (o que ha ejercido). Si no, ¿qué habilidades espera obtener?

## SECCIÓN VII: TRANSPORTE

### PERMISO DE TRANSPORTE PRELIMINAR

(Por favor haga que su padre/tutor firme abajo si es menor de 18 años)

\_\_\_\_\_ Entiendo que soy responsable por hacer los arreglos de transporte para mi hijo(a) a la plenitud del evento (el evento plenario), y entiendo que esto incluye que mi hijo(a) viaje a diferentes localidades durante el día en vehículos que pueden ser vehículos del Distrito Escolar o vehículos propiedad de negocios. Estos vehículos pueden ser manejados por empleados del Distrito Escolar o personas de negocios locales. También entiendo que, en ciertos casos, siendo hechos de mi saber previamente, los empleados pueden escoltar a mi hijo(a) a lugares de trabajo, acompañándolo(a) en transporte público y que tales arreglos dependerán de la agencia a la que él/ella sea asignado(a).

\_\_\_\_\_ Proveeré transporte para mi hijo(a) hacia y desde el lugar del evento en [ fecha ]. También lo(a) transportaré desde el plenario a la organización del mentor asignado y después de regreso al evento plenario por la tarde de acuerdo a los arreglos individuales hechos con dicha organización previamente.

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Firma

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Fecha

### A SER COMPLETADA POR TODOS LOS PARTICIPANTES

NOTA: Para estudiantes de bachillerato o menores, la autorización debe ser completada por su padre o tutor.

Su hijo o hija ha sido invitado(a) para asistir al evento Día de Tutoría en Discapacidad (DMD) el [fecha], organizado nacionalmente por la American Association of People with Disabilities (AAPD) y localmente coordinado por [Nombre de la Organización]. Él o ella asistirá a una sesión matutina para un grupo de estudiantes numeroso antes de ser asignado a un mentor para una reunión profesional. Los aprendices aprenderán sobre oportunidades laborales, barreras encontradas por personas con discapacidades en la industria de su interés, y los tipos de habilidades necesarias para tener éxito en el mundo laboral. Tras la recepción inicial, su hijo(a) será asignado(a) a una empresa, agencia pública u organización local sin fines de lucro. Detalles adicionales serán proporcionados en su momento. Para mayor información, por favor contacte a [Tu nombre] con [Tu organización] a [Tu número] o [Tu correo-e].

## PERMISO PARA PARTICIPAR EN EL DÍA DEL MENTOR Y DISCAPACIDAD

Mi hijo(a), \_\_\_\_\_, puede participar en las actividades del Día del Mentor y Discapacidad [ fecha ], de \_\_\_:\_\_\_ AM a \_\_\_:\_\_\_ PM.

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

PERMISO DE FOTOGRAFÍA/NOMBRE. Entiendo, además, que el Día del Mentor y Discapacidad puede atraer la atención de medios de comunicación, los cuales pueden promover alianzas permanentes entre escuelas, organizaciones de personas con discapacidad y empleadores. Además, entiendo que los nombres de los participantes pueden ser proporcionados a dichos medios de comunicación y serán proporcionados al comité de planificación de DMD en todo el estado de [ ] para imprimir un certificado de reconocimiento por parte de DMD. Por la presente autorizo divulgar el nombre y fotografiar a mi hijo(a) antes mencionado(a) para fines de promoción y educación.

\_\_\_\_\_  
Firma

\_\_\_\_\_  
Fecha

## HOJA DE TRABAJO

NOMBRE: \_\_\_\_\_

En el Día del Mentor y Discapacidad, los participantes pueden reunirse con un mentor en su sitio de trabajo. Para hacer más significativa esta experiencia, por favor evalúe sus tres principales opciones entre los siguientes grupos de carreras. Si es posible, será asignado a un mentor en su área de mayor interés.

INSTRUCCIONES: Coloque el número de su elección junto al área de trabajo correspondiente.

**1 = Primera opción**

**2 = Segunda opción**

**3 = Tercera opción**

\_\_\_\_\_ **Artes y Comunicación:** ¿Le gusta comunicar ideas? ¿Le gusta compartir información? ¿Eres creativo, imaginativo e innovador? ¿Le gusta expresarse por escrito, en audio, o de forma visual o gráfica? ¿Te imaginas trabajando en un museo o en otros ambiente que promueva y celebre la expresión artística?

\_\_\_\_\_ **Negocios y Marketing:** ¿Es organizado, preciso y motivado? ¿Es usted un líder? ¿Le atrae la organización de eventos? ¿Te gustan las computadoras y equipos de oficina? ¿Te gusta escribir informes? ¿Te gustan las cosas de marketing? ¿Te gusta trabajar con números?

\_\_\_\_\_ **Educación:** ¿Le gustaría enseñar a los niños o los adultos en un ambiente académico?

\_\_\_\_\_ **Comida, Recreación y Hospitalidad:** ¿Disfruta de la preparación y / o servicio de alimentos, ya sea en un entorno de cafetería o restaurante? ¿Le gusta la organización de actividades recreativas como salidas sociales, deportes competitivos, y picnics? ¿Te gusta organizar la logística detrás de congresos y convenciones, proyectos de servicio comunitario, u otros eventos comunitarios? ¿Le gusta estar rodeado de gente y cree que la interacción frecuente con los demás es una parte vital de su trabajo ideal?

\_\_\_\_\_ **Salud y Medicina:** ¿Le gusta trabajar con la gente? ¿Está interesado en el bienestar y la nutrición? ¿Está interesado en trabajar como médico, enfermera, o asistente médico? ¿Le gusta la

tecnología? ¿Está interesado en la investigación médica y averiguar las causas de las enfermedades? ¿Puedes mantener la calma en caso de emergencia?

\_\_\_\_\_ **Servicios Humanos:** ¿Es capaz de llevarse bien con un grupo diverso de personas? ¿Te gusta el servicio al cliente? ¿Tiene capacidad de liderazgo? ¿Eres paciente y amable, pero capaz de tomar decisiones? ¿Eres confiable y trabajador(a)?

\_\_\_\_\_ **Ley, Gobierno y Política Pública:** ¿Le gusta seguir las noticias actuales? ¿Le gusta aprender acerca de política local, estatal, nacional o internacional? ¿Está interesado en cómo se promulgan las leyes? ¿Aspira a ser elegido o nombrado a un cargo político? ¿Te gusta el discurso y el debate? ¿Te ves discutiendo un caso en la corte? ¿Le gusta la realización de investigaciones sobre la ley, su aplicación práctica, y cómo se interpreta? ¿Se imagina ayudando a elaborar las principales políticas públicas en temas que le interesan?

\_\_\_\_\_ **Aplicación de la Ley:** ¿Quieres trabajar como oficial de policía, sheriff, mariscal, detective, o criminólogo? ¿Estaría interesado en investigar y resolver crímenes?

\_\_\_\_\_ **Recursos Naturales, Medio Ambiente y Agricultura:** ¿Te gusta el ambiente? ¿Le gusta trabajar con las plantas y los animales? ¿Está usted interesado en los recursos físicos como la tierra, el agua, el suelo y el clima? ¿Le gusta observar, aprender, investigar y resolver los problemas?

\_\_\_\_\_ **Tecnología, Ingeniería y Ciencia:** ¿Disfruta de las matemáticas, la tecnología o la ciencia? ¿Tiene la capacidad de ser preciso, analizar datos y resolver problemas? ¿Le gusta el diseño de las cosas o dibujar planos detallados? ¿Te gusta el uso de máquinas y equipo pesado?

\_\_\_\_\_ **Otro:** ¿Sus intereses no están representados en las descripciones/preguntas anteriores? Si es así, indique su preferencia en el espacio provisto en la página anterior



## Appendix L – Sample mentor survey

### DMD Mentor Evaluation Form

Thank you for participating in Disability Mentoring Day! In order to continue to improve next year's event, we would appreciate it if you would complete this brief evaluation form and return it to us by [date].

**Please circle the appropriate ranking for each statement below based on the following scale:**

5 – Strongly Agree      4 – Agree      3 – Neutral      2 – Disagree      1 – Strongly Disagree

1. I felt well-prepared to be a workplace mentor.

5      4      3      2      1

2. The DMD event was well-planned and organized.

5      4      3      2      1

3. I was at ease interacting with my mentee.

5      4      3      2      1

4. I felt that I had enough time with my mentee during DMD.

5      4      3      2      1

5. I enjoyed my DMD experience and would participate again

5      4      3      2      1

6. Would you like to participate in next year's DMD?       **Yes**       **No**

7. *If yes, please print your name below so we can keep your record active in our database:*

8. What did you enjoy most about DMD?

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9. What did you like least about DMD?

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10. How can we make next year's DMD experience better?

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Please complete by [DATE] and email to: \_\_\_\_\_

OR return via mail to:

[Local Coordinator Name], [Organization Name]

[Organization Address], [City], [State], [ZIP]

## Appendix M Sample mentee survey

### DMD Mentee Evaluation Form

Thank you for participating in Disability Mentoring Day! In order to continue to improve next year's event, we would appreciate it if you would complete this brief evaluation form and return it to us by [date].

**Please circle the appropriate ranking for each statement below based on the following scale:**

5 – Strongly Agree      4 – Agree      3 – Neutral      2 – Disagree      1 – Strongly Disagree

1. I felt well-prepared for DMD prior to the event.

5      4      3      2      1

2. The DMD event was well-planned and organized.

5      4      3      2      1

3. The opening session fired me up for my day of mentoring.

5      4      3      2      1

4. I felt that I had enough time with my mentor during DMD.

5      4      3      2      1

5. DMD helped me learn more about my chosen future career.

5      4      3      2      1

6. I enjoyed my DMD experience and would participate again.

5      4      3      2      1

7. Would you like to participate in next year's DMD?       **Yes**       **No**

8. If yes, please print your name below so we can keep your record active in our database:

9. What did you enjoy most about DMD?

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10. What did you like least about DMD?

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11. How can we make next year's DMD experience better?

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Please complete by (Date) and email to \_\_\_\_\_

OR return via mail to:

[Local Coordinator Name], [Organization Name]

[Organization Address], [City], [State], [ZIP]

Thank you for your interest in Disability Mentoring Day! We hope this toolkit will help you with your disability inclusion efforts. If you have any questions that may not be covered in this resource, please feel free to email us at [dmd@aapd.com](mailto:dmd@aapd.com). We wish you well with your DMD event. Happy planning!

## AAPD

AAPD is a convener, connector, and catalyst for change, increasing the political and economic power of people with disabilities. As one of the leading national cross-disability civil rights organizations, AAPD advocates for the full recognition of rights for the over 60 million Americans with disabilities. AAPD's programs and initiatives have been effective in mobilizing the disability community through communications advocacy; cultivating and training new and emerging leaders with disabilities through leadership development programs; increasing the political participation of Americans with disabilities and elevating the power of the disability vote through the REV UP (Register! Educate! Vote! Use your Power!) Campaign; and advancing disability inclusion in the workplace through the Disability Equality Index (DEI) — the nation's leading corporate benchmarking tool for disability equality and inclusion. To learn more about AAPD, visit [www.aapd.com](http://www.aapd.com).