Orange County Work-Based Learning, Employment & Career Development System Handbook

Essential to the short & long-term success of individuals with moderate to severe disabilities is the provision of quality Career & Work-Based Learning Experiences. To promote a consistent method of preparation for our consumers, a Work-based Learning, Employment & Career Development System has been developed.

Readiness for employment is a process that may change over time. The following factors should be considered:

Individual desires to work	 Individual has availability to work
Prior work training experience	Family commitment to employment
Current Health Status	Medication Needs
Work Related Education/Certifications	Appropriate Behavior for Workplace
Employment & Training Options	Transportation Options
Individuals commitment to working hours dictat	ted by the job (evenings, weekends & holidays)

To assist Orange County students/youth/adults with moderate to severe disabilities, staff and families in the employment preparation process, we have developed four forms to be used for readiness skills development, evaluation, planning and referrals.

OCWBL#1: 7-18-16 CaPROMISE Pre-Employment Skills Development Chart

REGIONAL CENTER DE FORANGE COUNTY	OC PRE-EMPLOYMENT SKILLS Preparing Youth & Adults with Mode Competitive Integrate	rate to Severe Dis	abilities for	DCCR DEPARTMENT of DEPARTMENT of DEPARTMENT of
Participant Name:	LEA/S	chool District/Agency:		
Evaluator:	Date:			
families, school staff and employment options wi skills that will prepare of to the environments wh Accommodations & Mo individuals to have optin youth/adults enter the prohibits discrimination specific to the individua	Employment (CIE): Preparing youth and adults for CIE and I community agencies focus on transition planning, emplo I be available. It is our responsibility in the schools, in the ur youth/adults to secure and retain jobs that are compet ere individuals learn the skills needed for success in the w difications: Supports and aids are frequently provided in num success. The importance of identifying, documenting vorkplace, reasonable accommodations can be requested against people with disabilities in the workplace. When n work site and individual employee. It is our responsibility ining & employment) of the present and future.	yment and career developn community and at home to tive and integrated. The fo orkplace. educational, employment a g and utilizing needed accon . The Americans with Disab eeded, accommodations ar	nent, there is an expen- promote and suppo llowing chart identifi- nd community settin modations cannot b ilities Act (ADA) is the e negotiated with the	ectation that rt the acquisition of es the skills specific gs to enable the overstated. As a federal law that e employer and are
column have been verifi activities that will prom helping youth/adults lea School, Community and supported by all service monthly/quarterly basis with the goal of particip enhance the youth's soo opportunities as an adu	divided into (4) columns including: Workplace, School, Co ed by business representatives as skills needed for succes one employment related skill development. Families, scho rn expected behaviors. As you work with your youth/adu Home domains will support the development of employa providers, educators and family members. Collect baselin . Tracking progress will help to identify training needs and ating in paid employment and eventually obtaining econo ial life, community participation and the option to attend t. To start, you are encouraged to identify and work on a ils as ready and appropriate.	sful employment. The Schoo ol staff and community mer Its, please be mindful that t pility skills. The Community e data on the form and ther I will assist in better prepari mic self-sufficiency. Additio and successfully complete p	ol, Community & Hon mbers all have an imp he identified skills lis Domain applies to sl n rate the individual c ing youth for positive mally, the developme post-secondary traini	ne Columns include portant role in ted under the kill development on a work experiences ent of these skills will ng and education

Competitive Integrated Employment (CIE): Preparing youth and adults for CIE and careers, starts well before age 16. As individuals with disabilities, families, school staff and community agencies focus on transition planning, employment and career development, there is an expectation that employment options will be available. It is our responsibility in the schools, in the community and at home to promote and support the acquisition of skills that will prepare our youth/adults to secure and retain jobs that are competitive and integrated. The following chart identifies the skills specific to the environments where individuals learn the skills needed for success in the workplace.

Accommodations & Modifications: Supports and aids are frequently provided in educational, employment and community settings to enable individuals to have optimum success. The importance of identifying, documenting and utilizing needed accommodations cannot be overstated. As youth/adults enter the workplace, reasonable accommodations can be requested. The Americans with Disabilities Act (ADA) is the federal law that prohibits discrimination against people with disabilities in the workplace. When needed, accommodations are negotiated with the employer and are specific to the individual work site and individual employee. It is our responsibility to prepare individuals with disabilities, starting at an early age, for the workplace (work training & employment) of the present and future.

Directions: This chart is divided into (4) columns including: **Workplace, School, Community & Home Domains**. The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. The School, Community & Home Columns include activities that will promote employment related skill development. Families, school staff and community members all have an important role in helping youth/adults learn expected behaviors. As you work with your youth/adults, please be mindful that the identified skills listed under the School, Community and Home domains will support the development of employability skills. The Community Domain applies to skill development supported by all service providers, educators and family members. Collect baseline data on the form and then rate the individual on a monthly/quarterly basis. Tracking progress will help to identify training needs and will assist in better preparing youth for positive work experiences with the goal of participating in paid employment and eventually obtaining economic self-sufficiency. Additionally, the development of these skills will enhance the youth's social life, community participation and the option to attend and successfully complete post-secondary training and education opportunities as an adult. To start, you are encouraged to identify and work on a small number of skills, record date completed and move to developing additional skills as ready and appropriate.

Please Note: most of the activities listed in this chart are applicable to children, youth and adults with moderate to severe disabilities who are developing skills specific to short & long term CIE.

	Productivity/Quality of Work
DØR ORANGE COUNTY RC	 Completes assigned tasks within time frame expected by employer
EMPLOYMENT SKILLS DEVELOPMENT CHART	Works at appropriate rate
Directions: This form is used for on-campus or community-based work training evaluation.	 Work completed meets quality standards as defined by employer
Please check one: On-Campus D Community-Gased Work Training D	Requests accommodations when needed
Participant: Sta:	Notes: Total:/20= S
Evaluator: Date:	NOUS: 1000 N
SCORING: (1) Dars Hat Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent	
Follows Directions	Communication and Socializations with Supervisor and Co-workers
Verbal 1Step 2 Steps 3 Steps 4 Steps 5 Steps+	Greets co-workers as appropriate support staff co-workers supervisors
Written Statement (Standard job duty list)	Demonstrates a good attitude at all times
Visual Schedule Word Picture Word + Picture	Speaks respectfully to support staff co-workers upervisors customers, where present
 Follows all work site rules 	 Aware of and follows social boundaries
 Follows expected behaviors in assigned department, as specified by manager/supervisor 	 Uses work related technology appropriately
 Follows all workplace emergency safety protocols 	Uses restroom appropriately
Notes: Total:/10+ %	 Appropriately participates in conversations
	 Follows staff loange rules for breaks and lanch
	 Follows chain of command with questions or concerns
Dress/Hygiene	 Shows enthusiasm for the job by taking initiative and showing commitment to the company
Dresses appropriately to work place setting (uniform or professional dress)	Notes: Total:/S0r %
Appropriate hygiene Clean and styled hair Dean teeth No body odor Make-up, as needed	
Notes: Total:/10+N	Utilizing Workplace Natural Supports and/or Job Coaching
	Requests help from supervisor/co-workers, as appropriate
The Alexandrow and a set for a large for a station of	Initiates request for help at appropriate time
Time Management and Employer Expectations	Keep supervisor informed when job duties are complete
Arrives to work on time Follows work schedule taking appropriate amount of time for breaks and lunch	Follows job coach &/or co-worker instructions
Follows work schedule taking appropriate amount of time for breaks and funch Leaves work on time	
	Notes: Total:/20+ %
 Requests time off using established protocol and with at least two weeks' notice 	
Maintains excellent attendance/uses limited sick time, as needed	
Notes: Total:/25# N	Mobility/Community Safety/Transportation Options
	 Uses public transportation, para-transit or provides own transportation to get to job/work training site
Mark Tarle Incode to see to technical data disk development	 Follows all safety precautions needed to get to job/work training site
Work Tasks (specific to work training duties/job description)	Notes: Total:_/10+S
 Completes all job duties as identified in job description 	
 Completes tasks with 100% accuracy as defined by employer 	
Works as part of a team	
As problems arise, assists in the solution process	ACCOMMODATION NEEDS: Dverall Total:/195e9
Itandies conflicts, that arise, in an appropriate manner	
Requests additional work when assigned tasks have been completed	
Notes: Total:/10+ %	
	OCWBUQ: ethild

OCWBL#2: 6-13-16 Orange County Employment Skills Development Chart

The employment skills listed on this form are separated into major categories including:

- Follows Directions
- Dress/Hygiene
- Time Management & Employer Expectations
- Work Tasks (specific to work training duties/job descriptions)
- Productivity/Quality of Work
- Communication & Socialization with Supervisor and Co-workers
- Utilizing Workplace Natural Supports and/or Job Coaching
- Mobility/Community Safety/Transportation Options

Each section has multiple skills listed and should be scored individually with each skill worth 1-5 points. The Scoring Box at the top of the page includes the number definitions, as follows.

- 1: Does not perform at this time
- 2: Physical Assistance Needed

(Provide hand over hand support to assist the individual to complete the task.)

3: Direct Prompts*/Reminders Needed Tell the individual exactly what to do.

(May include visual cues...pictures, diagrams, charts, verbal/written instructions with direct support.)

- 4: Indirect Prompts* Needed (Verbal or non-verbal)
 Tell the individual that something is expected, but not exactly.
 (May include visual cues...pictures, diagrams, charts, etc.) Using gestures, facial expressions or modeling what you want the individual to do.
- 5: Independence in performing tasks

*Prompting: An antecedent, cue or support to encourage desired behavior that otherwise will not occur. Prompts are only used as a support to individuals with disabilities when needed and for as long as necessary.

Examples of Direct Prompts:

Put this in the box. Push in your chair. Get your supplies set up.

Examples of Indirect Prompts:

What do you do next? That doesn't belong there. Where should we put it? They need your help to finish that order. What should you do?

Fading prompts is encouraged as progress is made towards increased independence. Cues may be continued as workplace accommodations. By looking at each of the major employment sections, it will help to focus skill development and training in needed areas. The % rating for each section of this form is shown with a total of 100%. An **Overall Total Score** at the bottom of the form can assist with projected employment related placements. See the Employment & Work Training Readiness Scale **OCWBL#4** below for percentage specifics. Keep in mind that the goal is to improve employment readiness over time, with the outcome of Competitive Integrated Employment.

The following chart explains scoring methods for OCWBL #2, the directions listed in green print below some of the skills, are intended to promote consistency and accuracy in point assignments.

OCWBL#2b: 8-4-16 Orange County Employment Skills Development Chart (with Directions)

DØR ORANGE COUNTY RC-	Work Tasks (specific to work training duties/job description)
EMPLOYMENT SKILLS DEVELOPMENT CHART	 Completes all job duties as identified in job description
	 Completes tasks with 100% accuracy as defined by employer
Directions: This form is used for on-campus or community-based work training evaluation.	Works as part of a team
Please check one: On-Campus Community-Based Work Training C	 As problems arise, assists in the solution process
Participant: Site:	If problem solving is not a requirement of the job, indicate a score of 5 and check in the notes box below.
Evaluator: Date:	 Handles conflicts, that arise, in an appropriate manner
SCORING: (1) Does Not Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent	If conflict resolution is not a requirement of the job, indicate a score of 5 and check in the notes box below
Follows Directions	Requests additional work when assigned tasks have been completed
Verbal 1 Step 2 Steps 3 Steps 4 Steps 5 Steps+	If additional work tasks are not an option, indicate a score of 5 and check in the notes box below. Notes: Total: /30=
Check the highest number of verbal directions that can be followed and indicate scoring of 1-5.	
Written Statement (Standard job duty list)	Problem Solving is not an essential function of this job. Conflict Resolution is not an essential function of this job.
Visual Schedule Word Picture Word + Picture	Additional work tasks are not available as part of this job.
Check the preferred mode of visual schedule and then indicate scoring of 1-5.	
Follows all work site rules	
Follows expected behaviors in assigned department, as specified by manager/supervisor	Productivity/Quality of Work
Follows all workplace emergency safety protocols	 Completes assigned tasks within time frame expected by employer
Notes: Total:%	Works at appropriate rate
	 Work completed meets quality standards as defined by employer
	 Requests accommodations when needed
	If accommodations are not needed, please indicate a score of 5.
Dress/Hygiene	Notes: Total:/20=9
 Dresses appropriately to work place setting (uniform or professional dress) 	
Appropriate hygiene Clean and styled hair Clean teeth No body odor Make-up, as needed	
Check all items that are completed at an acceptable level and indicate an overall average score of 1-5.	Communication and Socializations with Supervisor and Co-workers
Notes: Total:/10=%	Greets co-workers as appropriate support staff co-workers supervisors
_, _,	Check all boxes applicable and give a summary score of 1-5.
	Demonstrates a good attitude at all times
	Speaks respectfully to support staff co-workers supervisors customers, where present
	Check all boxes applicable and give a summary score of 1-5.
ime Management and Employer Expectations	Aware of and follows social boundaries
Arrives to work on time	Uses work related technology appropriately
Follows work schedule taking appropriate amount of time for breaks and lunch	If using technology is not a requirement of the job, indicate a score of 5 and check in the notes box below.
Leaves work on time	Uses restroom appropriately
Requests time off using established protocol and with at least two weeks' notice	Appropriately participates in conversations
Maintains excellent attendance/uses limited sick time, as needed	Follows staff lounge rules for breaks and lunch
Notes: Total:/25=%	If no staff lounge is available score a 1-5 regarding company norms for breaks and lunch.
	Follows chain of command with questions or concerns Shows enthusiasm for the job by taking initiative and showing commitment to the company
	Notes:Using technology is not an essential function of this job Total:%
	1

Utilizing Workplace Natural Supports and/or Job Coaching		
Requests help from supervisor/co-workers, as appropriate		
Initiates request for help at appropriate time		
Keep supervisor informed when job duties are complete		
Follows job coach &/or co-worker instructions		
Notes:	Totals	/20=%
Mobility/Community Safety/Transportation Options		
 Uses public transportation, para-transit or provides own transportation t 	o get to job/work t	raining site
 Follows all safety precautions needed to get to job/work training site 		
Notes:	Total: _	_/10=%
ACCOMMODATION NEEDS:	Overall Total:	_/195=%
ADDITIONAL NOTES:		
OCWBL#2: 6-18-16		

OCWBL#3: 11-21-16 OC Regional Center/DPR/Adult Program Employment Rating Referral Summary Chart

		OR/Adult Program eferral Summary Chart
OF ORANGE COUNTY EITIPIOYING		
Participant Name:	Parent Name	
	OOR Counselor:	DOB: Age: Projected Exit Date:
School: Staff:	School District: Phone #:	UCI RCOC #:
Staff:	Phone #:	Regional Center Service Coordinator:
WORKPLACE	E EVALUATION T	OOL PERFORMANCE LEVELS
Employment Skills Development Score	1 2 3 4 5	Score Description
Follows Directions		1 Does not perform at this time, even with assistance
Dress/Hygiene		2 Physical assistance needed
Time Management & Employer Expectations		3 Direct prompts/reminders needed
Work Tasks		4 Indirect prompts needed, works well with job coach
Productivity/Quality of Work		5 Independence in performing the tasks (No job coach support needed)
Communication & Socialization		Competitive Integrated Employment (CIE) Recommendations:
Utilizing Workplace Natural Supports		# 2 Supported Employment Individual Placement in Integrated Setting
Mobility/Community Safety/Transportation Student will need mobility training to new work site: Yes No		#4 Adult Day Services/Employment & Volunteer Work Individual/Group Integrated Setting #4 Adult Day Services/Employment & Volunteer Work Individual/Group Integrated Setting #5 Adult Day Services/Work Training &/or Volunteer Work Group Integrated Setting
TOTAL POINTS: #1 (34-40) #2 (30-35) #3 (26-3)	1) #4 (22-27) #5 (23 & below)	Notes:
Current Work/Training Site:	Employer Paid:	
	Yes 📃 No 🗖	
Job Title: Hours Worked/Day:	Hours	
% Job Coaching: Criminal Conviction: Y		
(Explain in Notes Sec Work Training/Job Duties:	:tion)	
work framing/300 builds.		
**Please see attached resume for a work experien	nce summary.	
OCWBL#3: 11-21-16		1

This form is intended to provide summary information to agencies that will be providing employment related services to our participants before and after graduation. This includes summarizing employment related information to be provided to:

- ✓ Department of Rehabilitation
- ✓ Regional Center
- ✓ Adult Service Provider Agencies

The 1-5 scale listed in the **Score Description** box is used to rate the employment skills development of the individual. This is the same point scale as used in form **OCWBL#2**. The total point values are different because only the major categories are scored, not the individual skills as in form **OCWBL#2**. The total points specific to the different programming recommendations are as follows:

#1 Competitive Integrated Employment (CIE) Individual Placement (34-40)

#2 Supported Employment Individual Placement in Integrated Setting (30-35)

#3 Supported Employment Group in Integrated Setting (26-31)

#4 Adult Day Services/Employment & Volunteer Work Individual/Group Integrated Setting (22-27)

#5 Adult Day Services/Work Training &/or Volunteer Work Group Integrated Setting (23 & Below)

Please keep in mind there is an intentional overlap between the five levels. This is important in that this evaluation process is fluid for each individual participating in the OC WBL Program. The evaluation information as well as your personal observations and opinion should be considered in the overall referral process.

OCWBL#4: 11-14-16 OC Employment/Work Training Readiness Chart

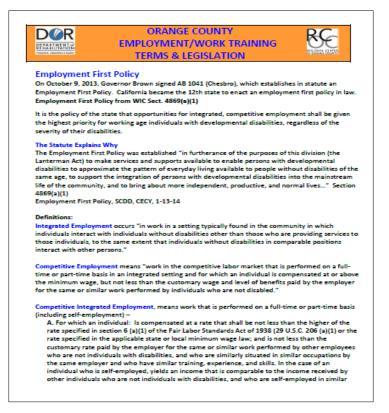
Regional Center	DOR	Employment/Work Training Options	At Least Minimum Wages	Points %	Hours/ Week	Supports Needed
	×	Competitive integrated Employment (Job Development provided by DOI/TPP)	Yes	165-195 87%+	20-40	Natural Supports (May need initial Job Douching)
х	×	Supported Employment (Individual) Integrated Setting	Yes	150-165 77%+	10-40	Goal is 20% or less Job Coaching
х	×	Supported Employment (Group) Integrated Setting	Yes	130-150 67%+	10-40	300% On-Site Job Coaching
х		Employment/with Adult Day Services (Individual or Group) Integrated Setting	Yes	107-130 57%+	5-30	Job Coach Support 100%
х		Work Training/Volunteer Work/ Adult Day Services Integrated Setting	No	107 & Below 57%-	5-20	Job Coach Support 200%
	ss for e red: Individ Prior w Curren	at are taken into account for programm mployment is a process that may change ad dwires to work ork towing experience Health Status elisted Education/Certifications	Individual Family co Medicatik	d the followin	ug factors to work ngkyment	
Readine consider	ss for e red: Prior w Current Work R Binglioj	mployment is a process that may change ad desires to work ork builting experience	Individual Individual Family co Medicati Appropri- Transport	d the followir I has evailability mitment to er or Neech ate Behavior for tation Options	ug factors to work na kyment Workplace	
Readine consider	ss for e red: Prior w Current Work R Binglioj	mployment is a process that may change and dealers to work ork training expanience Health Status low/Certifications effecte Education/Certifications eresent 8. Training Options add commitment to working hours dictated by th	Individual Individual Pamily co Nedcati Aggropri Transport e job (evenings. 4	d the followir I has evailability mitment to er or Neech ate Behavior for tation Options	ug factors to work na kyment Workplace	
Readine consider	ss for e red: Prior w Current Work R Binglioj	mpRoyment is a process that may change and dealers to work ork binking experience Health Status eliated Education/Certifications ment 8. Toxinia (Sations	tedividaa Taniyoo Nedividaa Nedividaa Nedividaa Nedividaa Nedividaa Transpor Job (evenings, v COUNTY	d the followin Ihoo availability ramitment to a Neech Re Behavior for fation Options exeluends & holi	ug factors to work upkyment Workplace dags)	
Readine consider	ss for e red: Prior w Current Work R Binglioj	mployment is a process that may change all desires to work ork training expanience Hated Education/Certifications ment & Training Options add commitment to working hours dictated by th ORANGE C	Individual Individual Tamily co Nedcade Agency Transpor pob (evenings, o COUNTY WORK TI	d the followin This enablity this enablity are Neech are Neech are Rehavior for tation Options ereticends & holi RAINING	ug factors to work upkyment Workplace dags)	
Employ: Consider Employ: Con Octo First Pol Employ:	ss for e red: Individ Current Work R Engloy Individ	mployment is a process that may change ad dealers to work ork training experience there is a process that may change while Education/Certifications meets 8 Training Options address to a set of the set ORANGE O EMPLOYMENT/V TERMS & LEO International Content of the set of the set of the set of the set of the formal became the 12th state to enact a rst Policy from WIC Sect. 4869(a)(1)	Individual Individual Tarniyces Avedentia Augurepri Audentia Augurepri Tarniyces pob levering, v	d the followin Ihm enalability remitment to an an Newth for Behavior for atom Options are entitled to the following RAINING N h establishes f first policy i	in statute n law.	an Employment
Employ On Octo Employ It is the	ss for e red: Individ Prior w Commi Work R Emailso Individ Individ Ind	mployment is a process that may change ad dealers to work ork tanking experience thated 200xation/Certifications meets 8 Toxing Certifications meets 8 Toxing Certifications meets 8 Toxing Certifications additional Center of Certifications CRANGE C EMPLOYMENT/ TERMS & LEC rst Policy 103, Governor Brown signed AB 1041 [C Itomia became the 12th state to enact a	Individual I	d the followin Ihm enabledity rentinaent to en- privach are Behavior far and to establishes the stablishes the first policy i five employum.	ig factors to work spkyment Workplace dass) in statute n law. ent shall b	an Employment

This chart provides an employment & work training readiness scale that provides the following information:

- 1) The X indicates an appropriate referral to either Regional Center and/or Department of Rehabilitation. In some circumstances services will be overseen by both agencies.
- 2) Five potential employment options are listed and promote a range of competitive integrated employment (CIE) settings intended for all participants.
- 3) Participants in all five options should be paid at least minimum wage.
- 4) The points are obtained from form OCWBL#2 CaPROMISE Employment Skills Development Chart. Each skill is worth 1-5 points. Please note there is an intentional overlap between the five levels. This is an important indicator that this evaluation process is fluid for each individual. Each participant will be evaluated on a daily, weekly or monthly basis depending on the setting and the individual's consistency in work related performance.
- 5) Hours per week is typically related to the individual's stamina. It is essential that during the work training process that the participant's work schedule focus on opportunities to increase work time incrementally.
- 6) Support needs usually dictate the specific setting. Job coaching support should be faded as appropriate. Promoting the use of natural supports should include opportunities to practice interaction between participant and co-workers with guidance from the job coach.

Note: Consider the above chart as a general starting point. Each client has individualized strengths, needs and interests that are taken into account for programming. Note the overlap between the categories.

OCWBL#5: 11-14-16 Orange County Employment/Work Training Terms & Legislation Information Sheet



This definition form was developed for parents and other stakeholders to familiarize them with terms and phrases related to Competitive Integrated Employment & work training terms and legislation.

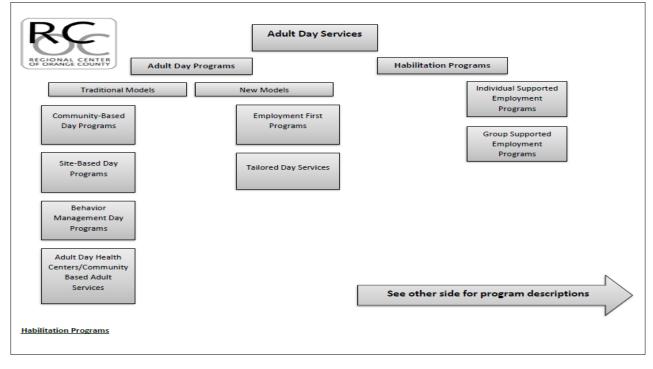
OCWBL#6: 11-21-16 DOR, RCOC & LEA Timeline Chart

REGIONA	Transition to Adult Work Training Integrated Employment Service					DEPARTMENT of REHABILITATION
(RCOC Diplor on the	ions: Use this action time line to promote identification of appropriate adult programm) Consumers/Department of Rehabilitation (DOR) Consumers leaving Local Education a na. All students should be encouraged to complete transition activities related to educ ir Individualized Transition Plan (ITP) prior to exit from their school district up to and i yment (CIE) is encouraged prior to & after school exit. The exit date is determined by t	Agenci cation, ncludii	ies (LEA , emplo ng the a) with yment ge of 2	a Certificate and indepen 22. Competiti	of Completion or dent living identified
STEP	Action	LEA	RCOC	DOR	CONSUMER	RECOMMENDED
1	Pre-Employment Transition activities are provided prior to exit from school, see OCWBL #1	x		x	x	Starting at Age 16
2	LEA collaborates with adult agencies to ensure appropriate transition to work & PSE	x	x	х	x	At least 1 year before exi
3	LEA Completes OCWBL #3 and attach resume	x				1 year before exit
4	LEA Rep secures most recent OCWBL #2 & sends to RCOC Service Coordinator (SC)	x				1 year before exit
5	LEA Rep secures signed Release of Information Form from Adult/Family for RCOC	x			x	1 year before exit
6	LEA Rep returns documents listed above to RCOC SC (e-mail/mail) & cc Arturo Cazares	x				1 year before exit
7	Student & Family review PSE & work training opportunities for after school exit	x	x	х	x	1 year before exit
8	RCOC SC meets with Adult Resource Group		x			6-12 months before exit
9	LEA Rep secures signed Release of Information Form from Adult/Family for DOR, if needed	x			x	Prior to DOR Application
10	RCOC SC will send OCWBL #3 to DOR (Trinh van Erp) when 26+ points or more		x			6 months before exit
11	RCOC SC & DOR Counselor discuss programming options with input from the consumer		x	х		6 months before exit
12	RCOC sends Referral Packets to Identified Adult Agencies		x			6-12 months before exit
13	After talking with the RCOC SC the Consumer & Family visit potential Adult Agencies				x	6-12 months before exit
14	Consumer/family contact RCOC SC to identify preferred Adult Agency		x		х	6-12 months before exit
15	RCOC SC contacts Adult Agency to verify funding for employment services for consumer		x			3-6 months before exit
16	Notify consumer, parent, LEA Representative of selected program placement		x			2-6 months before exit
17	Student applies for DOR Services before school exit, if recommended by RCOC SC			x	x	12-6 months before exit
18	DOR determines eligibility and completes Individual Plan for Employment (IPE)			х		Prior to exit
19	Enroll in Post-Secondary Education work training classes/programs, as appropriate				x	6 months before exit
20	Adult secures SOP from LEA to share with Adult Service Agencies & PSE	x			x	Upon school exit
	-up: To promote effective transition from school to adult programming, young adults l ransition Program with a Certificate of Completion) should share their Summary of Pe icular accommodations listed in the SOP in the educational and employment arena sh	rform	ance (S	DP) wit	h the new ac	dult service provider(s)

OC WBL #6 11-21-16

The chart above was developed to provide an **approximate** time line for DOR, RCOC, school district staff, consumers/students and family members in facilitating a smooth move from school to the adult service provider system.





Supported Employment Programs

-Individual SEP- Support and advocacy services provided to individuals are related to employment. Individuals receiving services work in integrated settings and receive competitive pay. Job development and initial job coaching services are funded by the Department of Rehabilitation. Individuals receive ongoing support from SEP job coach at 20% of the hours worked per month, which is funded by RCOC.

-Group SEP- Support and advocacy services provided to individuals are related to employment. Individuals receiving services work in integrated settings and receive competitive pay, or are working towards receiving competitive pay. Job development and initial job coaching services are funded by the Department of Rehabilitation. Groups of 3 to 4 consumers receive ongoing support from SEP job coach 100% of the hours worked at job site, which is funded by RCOC.

Adult Day Programs

-Community-Based Programs and Site-Based Programs- Curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Services are provided 5 days per week, 6 hours per day. Staffing ratios and activities vary depending on the program's design.

-Behavior Management Programs- Curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Behavior Plans to be developed by program's behavior specialist/consultant and implemented by program staff. Services are provided 5 days per week, 6 hours per day. Staffing ratios are based on individual's needs (1:1, 1:2, 1:3).

-Adult Day Health Centers/Community Based Adult Services- Services and supports focus on individual's health and medical needs. All services and activities are site-based. Program is funded by MediCal/CalOptima. Services are provided 5 days per week, 6 hours per day.

-Employment First Programs- Curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Employment component of program must be integrated with competitive pay. Services are typically provided 5 days per week, 6 hours per day. Job coaching at job site is 100% of hours worked, typically at 1:1 staffing ratio.

-Tailored Day Services- Services and supports focus on integrated competitive employment (for individuals not eligible for services through Department of Rehabilitation), post-secondary education, volunteering, and community integration. Services are limited to a maximum average of 7 hours per week. Staffing ratio is 1:1.

OC WBL #7 7-18-16

The chart above is intended to describe Adult Service Programs available through the Regional Center of Orange County.

		CALIFO		OMPETI						(CIE)		
			R	ESOURC	ES, SEF	RVICE	S & FUN	DING	i			
			(т	raining,	Securi	ng & I	Retainin	g CIE	3			
The	specifi	ics indicate								range of disab	ilities.	
										ervices are tin		
AGENCIES, PROGRAMS	AGE	Career	Case	doL	Job	Travel	Employment	Job	Occupational	Career	Internships	Employment
& FUNDING SOURCES		Exploration	Management	Development	Coaching	Training	Preparation	Search	Skills Training	Development/ PSE Planning	Paid/ Non-Paid)	
LOCAL EDUCATION	16-22											
AGENCIES (LEAs)												
 Workability I/CDE 		1		1	1	1	1	1			1	
 Transition Partnership/DOR 		1	-	-	1	1	1	1		-	1	1
Career Technical									1		1	-
Education/CDE									-	-		-
 Career Pathways 		1		×			1		1	1	1	1
 IDEA/IEP 		1					1	1		1		
 Adult Transition Program 		1	1			1	1				1	1
REGIONAL CENTER & ADULT AGENCIES	22+											
 Employment First 		1	1	×	1	1	1	1	4			1
 ABx2-1 (DDS) 							1	1			1	1
 College to Career (C2C) 		1	1	1	1	1	1	1	1	1	1	1
 Project Search 		1	1	1 - A	1		4	1	1	1	1	1
DEPARTMENT OF REHABILITATION (DOR)	16+											
 WICA Pre- Employment Transition Services 	16-22	1					1			· ·	1	~
 Employment Services 		1	1	1	1	1	1	1	1	1	1	1
 College to Career (C2C) 		1	1	1	1	1	1	1	1	· · ·	1	-
 Workability III 			1	1			1	1			1	1
 Workability IV 			4	4			1	1			1	1

AGENCIES, PROGRAMS & FUNDING SOURCES	AGE	Career Exploration	Case Management	Job Development	Job Coaching	Travel Training	Employment Preparation	Job Search	Occupational Skills Training	Career Development/ PSE Planning	Internships Paid/ Non-Paid)	Employment
American Job Center/One Stop	17+											
 Youth Program (in-School) 	17-21	1	1	1			1		1	1	1	1
 Youth Program (Out-of-School) 	17-24	1	1	1			1	1	1	1	1	1
 Career Workshops 		1					1	1		1		
 Adult Programming 	18+		4	4			4	1	4	1	1	4
 Career Pathways 		1		4			1	1	1	1	1	1
ADULT EDUCATION/ COMMUNITY COLLEGES	18+											
 College to Career (C2C) 		1	1	1	1	1	1		1	1	1	1
 Workability III 			4	4			1	1			1	1
AEBG		1					4	1		1		4
 Certificate Programs 									1	1	1	
UNIVERSITIES	18+											
 Degree Programs 									4	1	1	
Certificate Programs									1	1	1	
 Workability IV 			1	1			1	1			1	1

OC WBL #8 7-18-16

The above chart was created to help staff from DOR, Regional Center, school districts, adult service providers and post-secondary education institutions to identify CIE related resources and services specific to a variety of funding sources and agencies in California

OCWBL #9: Orange County Work-Based Learning, Employment & Career Development System Work Based Learning (WBL) Handbook

This handbook provides detailed information regarding each of the Work Based Learning Tools. Approved 12-31-15 Revised 7-27-16, Revised 11-21-16 Revised 4-17-17

teadiness for employment is a process that may change over time. The following factors should be considered: • Individual desires to work • Prior work training experience • Prior work training experience • Current Health Status • Work Related Education/Certifications • Medication Options • Individual scommitment to working hours dictated by the job (evenings, weekends & holidays) • assist Orange County students/youth/adults with moderate to severe disabilities, staff and families in the employment eferrals.	assed Learning, Employment & Career Development System has been developed. Assediness for employment is a process that may change over time. The following factors should be of Individual desires to work Individual desires to work Individual has availability to work Individuals commitment to employment Individuals commitment to working hours dictated by the job (evenings, weekends & holidays) Individuals commitment to working hours dictated by the job (evenings, weekends & holidays) Individuals commitment to working hours dictated by the job (evenings, weekends & holidays) Individuals commitment to working hours dictated by the job (evenings, weekends & holidays) Individuals commitment to working hours dictated by the job (evenings, weekends & holidays) Individuals commitment to working hours for forms to be used for readiness skills development, evaluer Individual to the prevent straining youth & Adults with Moderate to Severe Disabilities for Competitive Integrated Employment Chart Individuals the metal shift, Prevent year Adults with Moderate to Severe Disabilities for Competitive Integrated Employment, and at more diversed for ancers, shrift well before age 15, As individuals we move the advectory work/adults were and enserve diversed metal observe and enserve dinvesed metal	es in the employm
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The following is additional Information to keep in mind when working with individuals with moderate to severe disabilities.

Summary of Communication Tips that May Help When Talking with Someone with a Disability (The Centre for Developmental Disability Health Victoria, 2014)

- 1. Ensure you have the person's attention
 - Address the person by name, use eye contact and/or touch.
- 2. Be aware of known communication difficulties
 - Receptive (e.g. deafness, cognitive impairment, ASD) and/or
 - Expressive (e.g. cerebral palsy, ASD)
- 3. When unsure of ability to understand assume competence & adjust accordingly It is more appropriate & respectful to assume competence than assuming a lack of understanding.
- 4. If uncertain ask about communication preferences/style/techniques
 - How does he/she say yes/no?
 - Does he/she use a communication device? Braille?
- 5. Use appropriate & respectful:
 - Language: simple, clear words, short uncomplicated sentences
 - Visual Information: pictures, diagrams, signs, gestures
 - **Tone & Volume:** a respectful approach reflects your degree of familiarity with the person, their age and the context of your interaction
 - Interpreter if required

6. Wait for Response

Allow person time to listen, process what you say and respond. Don't RUSH!

- 7. Check understanding in the person's own words Do not simply ask "do you understand?" (Most people say "yes"!) Remember: receptive language may be better than expressive language (or vice versa).
- 8. Be honest & take responsibility for communication breakdowns e.g. I'm sorry I'm not understanding. Never pretend to understand!
- 9. If they don't understand-keep trying Say it in a different way. Use different words. Use pictures.

If you don't understand-keep trying. Try alternative strategies.

- Would say that again please?
- Is there another way you can think of saying it? Could you use another word? Could you show me?
- Is there someone who could help us? Involve family member/care giver/support worker if appropriate-remember, ask first!

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Transition Terminology:

Employment First Policy:

On October 9, 2013, Governor Brown signed AB 1041 (Chesbro), which establishes in statute an Employment First Policy. California became the 12th state to enact an employment first policy in law.

Employment First Policy from WIC Sect. 4869(a)(1)

It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

The Statute Explains Why

The Employment First Policy was established "in furtherance of the purposes of this division (the Lanterman Act) to make services and supports available to enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age, to support the integration of persons with developmental

disabilities into the mainstream life of the community, and to bring about more independent, productive, and normal lives..." Section 4869(a)(1) Employment First Policy, SCDD, CECY, 1-13-14

Definitions:

Intellectual Disability Ranges

According to the Council for Exceptional Children (CEC) (2011), there are differences between mild to moderate and severe-to profound intellectual disabilities. An accurate diagnosis of mild to severe intellectual disabilities "requires three components: IQ score of approximately 70 or below, determination of deficits in adaptive behavior, and origins of the disability prior to age 18" (CEC, 2011, para. 2). In particular, the IQ scores for students with mild to moderate intellectual disabilities range from IQ of 70 to 55/50 (mild intellectual disability) and 55/50 to IQ of 40/35 (moderate intellectual disability) as compared to severe intellectual disability IQ score of 40/35 to 25/20 and profound intellectual disability IQ score below 25/20 (CEC 2011).

Integrated Employment occurs "in work in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons."

Competitive Employment means "work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled."

Competitive Integrated Employment, means work that is performed on a full-time or part-time basis (including self-employment) –

A. For which an individual: Is compensated at a rate that shall be not less than the higher of the rate specified in section 6 (a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206 (a)(1) or the rate specified in the applicable state or local minimum wage law; and is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills. In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills. Is eligible for the level of benefits provided to other employees.
B. That is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons.
C. That, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individual with disabilities and who have similar positions.

Supported Employment, according to 29 USCS § 705(35)A [Title 29. Labor; Chapter 16. Vocational Rehabilitation and Other Rehabilitation Services; General Provisions] the term "supported employment" means competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities,

capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities

(i) (I) for whom competitive employment has not traditionally occurred; or

(II) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (ii) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension, described in paragraph (36)(C) and extended services after the transition described in paragraph (13)(C) in order to perform such work. Title IV Amendments to the Rehabilitation Act (2014), extends supported employment availability from 18 months to 24 months.

Adult Day Services, include Activity Centers, Adult Day Health Care Programs, Adult Day Programs, and Behavior Management Programs, as defined by CCR Title 17 § 54302. The curriculum for these programs can include training in the areas of self-advocacy, self-care, community integration, and vocational training. Vocational training may include

volunteering and/or employment opportunities. Staffing ratios vary depending on the program design for each program and the individual needs of the consumer.

Transition Partnership Project, builds partnerships between local education agencies and the Department of Rehabilitation (DOR) for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or post-secondary education.

Workforce Innovation & Opportunities Act (WIOA)2014, (PL 113-128), replaces the Workforce Investment Act of 1998 and amends the Rehabilitation Act of 1973, and is designed to help job seekers access employment, education, and support services to succeed in the modern labor market. The law will also encourage workforce development programs to help match employers with skilled workers needed to compete in the global economy.

Career Counseling & Information and Referral Services (CC&IR), Under the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), the Department of Rehabilitation (DOR) gained the responsibility to provide career counseling and information and referral (CC&IR) services to all individuals employed at subminimum wage who are known to DOR, effective July 22, 2016. Individuals may become known to DOR through the vocational rehabilitation process, self-referral, or referral from other entities.

Services During Subminimum Wage Employment

Employers are restricted from continuing to employ any individual in a subminimum wage setting, regardless of age, unless the individual is:

- 1. Provided CC&IR by DOR to facilitate independent decision making and informed choice.
- 2. Informed by the employer of self-advocacy, self-determination, and peer mentoring training opportunities available in the individual's geographic area. The training opportunities cannot be provided by an entity that holds a special wage certificate described in section 14(c) of the Fair Labor Standards Act.

Employers are required to provide resource information only to their employees regarding where the employee can participate in self-advocacy, self-determination and peer-mentoring training. Employers should not provide the training.

Employers with less than 15 employees may refer their employees working in subminimum wage settings to DOR for selfadvocacy, self-determination, and peer mentoring training opportunities available in the individual's geographic area.

Any individual hired into subminimum wage employment after July 22, 2016, must receive CC&IR services once every six months the first year of employment and annually thereafter. All individuals employed at subminimum wage prior to July 22, 2016, require CC&IR services once by July 22, 2017, and annually thereafter. Employers should review any documents provided by the employee indicating that such counseling has been provided. The employer is required to verify the employee's completion of these services, and review and obtain any relevant documentation from the employee.

Subminimum Wage Limitations for Youth

Under the WIOA amendments, employers are prohibited from compensating any individual with a disability who is 24 years of age or younger at subminimum wage, unless the individual has received documentation from DOR upon completion of the following activities:

- 1. Pre-employment transition services or transition services under the Individuals with Disabilities Education Act.
- 2. Applied for vocational rehabilitation services, and the individual was determined:
 - a. Ineligible for vocational rehabilitation services.
 - b. Eligible for vocational rehabilitation services, has an approved Individualized Plan for Employment, and the individual was unable to achieve an employment outcome in competitive integrated employment.
- 3. Career counseling and information and referral services to federal and state programs to help the individual discover, experience, and attain competitive integrated employment, and the counseling and information was not for employment at subminimum wage.

The employer must receive all documentation before the individual, 24 years of age or younger, may begin employment at subminimum wage. Individuals 24 years of age or younger employed at subminimum wage after July 22, 2016, are required to provide such documentation.

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