

## 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 dictated 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

<b>OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART</b> Preparing Youth & Adults with Moderate to Severe Disabilities for <b>Competitive Integrated Employment</b>			
<b>Participant Name:</b>		<b>LEA/School District/Agency:</b>	
<b>Evaluator:</b>		<b>Date:</b>	
<p><b>Competitive Integrated Employment (CIE):</b> 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.</p> <p><b>Accommodations &amp; Modifications:</b> 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 &amp; employment) of the present and future.</p> <p><b>Directions:</b> This chart is divided into (4) columns including: <b>Workplace, School, Community &amp; Home Domains.</b> The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. The School, Community &amp; 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.</p>			



**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.

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

 <b>ORANGE COUNTY</b> 	
<b>EMPLOYMENT SKILLS DEVELOPMENT CHART</b>	
<b>Directions:</b> This form is used for on-campus or community-based work training evaluation. Please check one: On-Campus <input type="checkbox"/> Community-Based Work Training <input type="checkbox"/>	
Participant:	Site:
Evaluator:	Date:
<b>SCORING:</b> (1) Does Not Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent	
<b>Follows Directions</b>	
• Verbal: 1 Step <input type="checkbox"/> 2 Steps <input type="checkbox"/> 3 Steps <input type="checkbox"/> 4 Steps <input type="checkbox"/> 5 Steps <input type="checkbox"/> • Written Statement (Standard job duty list) • Visual Schedule: Word <input type="checkbox"/> Picture <input type="checkbox"/> Word + Picture <input type="checkbox"/> • Follows all work site rules • Follows expected behaviors in assigned department, as specified by manager/supervisor • Follows all workplace emergency safety protocols	
Notes:	Total: ___ /30= ___ %
<b>Dress/Hygiene</b>	
• Dresses appropriately to work place setting (uniform or professional dress) • Appropriate hygiene: Clean and styled hair <input type="checkbox"/> Clean teeth <input type="checkbox"/> No body odor <input type="checkbox"/> Make-up, as needed <input type="checkbox"/>	
Notes:	Total: ___ /10= ___ %
<b>Time Management and Employer Expectations</b>	
• Arrives to work on time • Follows work schedule taking appropriate amount of time for breaks and lunch • Leaves work on time • 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= ___ %
<b>Work Tasks (specific to work training duties/job description)</b>	
• 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 • Handles conflicts, that arise, in an appropriate manner • Requests additional work when assigned tasks have been completed	
Notes:	Total: ___ /30= ___ %
<b>Productivity/Quality of Work</b>	
• Completes assigned tasks within time frame expected by employer • Works at appropriate rate • Work completed meets quality standards as defined by employer • Requests accommodations when needed	
Notes:	Total: ___ /20= ___ %
<b>Communication and Socializations with Supervisor and Co-workers</b>	
• Greets co-workers as appropriate: support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> • Demonstrates a good attitude at all times • Speaks respectfully to: support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> customers, where present <input type="checkbox"/> • Aware of and follows social boundaries • Uses work related technology appropriately • Uses restroom appropriately • Appropriately participates in conversations • Follows staff lounge rules 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:	Total: ___ /50= ___ %
<b>Utilizing Workplace Natural Supports and/or Job Coaching</b>	
• 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:	Total: ___ /20= ___ %
<b>Mobility/Community Safety/Transportation Options</b>	
• Uses public transportation, para-transit or provides own transportation to get to job/work training site • Follows all safety precautions needed to get to job/work training site	
Notes:	Total: ___ /10= ___ %
<b>ACCOMMODATION NEEDS:</b>	
Overall Total: ___ /195= ___ %	

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)

	<b>ORANGE COUNTY</b> <b>EMPLOYMENT SKILLS DEVELOPMENT CHART</b>	
<p><small>Directions: This form is used for on-campus or community-based work training evaluation.</small></p> <p>Please check one: On-Campus <input type="checkbox"/> Community-Based Work Training <input type="checkbox"/></p>		
Participant:	Site:	
Evaluator:	Date:	
<p><b>SCORING:</b> (1) Does Not Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent</p>		
<p><b>Follows Directions</b></p> <p><input type="checkbox"/> Verbal 1 Step <input type="checkbox"/> 2 Steps <input type="checkbox"/> 3 Steps <input checked="" type="checkbox"/> 4 Steps <input type="checkbox"/> 5 Steps+ <input type="checkbox"/></p> <p><i>Check the highest number of verbal directions that can be followed and indicate scoring of 1-5.</i></p> <p><input type="checkbox"/> Written Statement (Standard job duty list)</p> <p><input type="checkbox"/> Visual Schedule Word <input type="checkbox"/> Picture <input type="checkbox"/> Word + Picture <input type="checkbox"/></p> <p><i>Check the preferred mode of visual schedule and then indicate scoring of 1-5.</i></p> <p><input type="checkbox"/> Follows all work site rules</p> <p><input type="checkbox"/> Follows expected behaviors in assigned department, as specified by manager/supervisor</p> <p><input type="checkbox"/> Follows all workplace emergency safety protocols</p>		
Notes:		Total: ___/30= ___%
<p><b>Dress/Hygiene</b></p> <p><input type="checkbox"/> Dresses appropriately to work place setting (uniform or professional dress)</p> <p><input type="checkbox"/> Appropriate hygiene Clean and styled hair <input type="checkbox"/> Clean teeth <input type="checkbox"/> No body odor <input type="checkbox"/> Make-up, as needed <input type="checkbox"/></p> <p><i>Check all items that are completed at an acceptable level and indicate an overall average score of 1-5.</i></p>		
Notes:		Total: ___/10= ___%
<p><b>Time Management and Employer Expectations</b></p> <p><input type="checkbox"/> Arrives to work on time</p> <p><input type="checkbox"/> Follows work schedule taking appropriate amount of time for breaks and lunch</p> <p><input type="checkbox"/> Leaves work on time</p> <p><input type="checkbox"/> Requests time off using established protocol and with at least two weeks' notice</p> <p><input type="checkbox"/> Maintains excellent attendance/uses limited sick time, as needed</p>		
Notes:		Total: ___/25= ___%

<p><b>Work Tasks (specific to work training duties/job description)</b></p> <p><input type="checkbox"/> Completes all job duties as identified in job description</p> <p><input type="checkbox"/> Completes tasks with 100% accuracy as defined by employer</p> <p><input type="checkbox"/> Works as part of a team</p> <p><input type="checkbox"/> As problems arise, assists in the solution process</p> <p><i>If problem solving is not a requirement of the job, indicate a score of 5 and check in the notes box below.</i></p> <p><input type="checkbox"/> Handles conflicts, that arise, in an appropriate manner</p> <p><i>If conflict resolution is not a requirement of the job, indicate a score of 5 and check in the notes box below.</i></p> <p><input type="checkbox"/> Requests additional work when assigned tasks have been completed</p> <p><i>If additional work tasks are not an option, indicate a score of 5 and check in the notes box below.</i></p>	
<p><b>Notes:</b></p> <p>___ Problem Solving is not an essential function of this job.</p> <p>___ Conflict Resolution is not an essential function of this job.</p> <p>___ Additional work tasks are not available as part of this job.</p>	
<p><b>Productivity/Quality of Work</b></p> <p><input type="checkbox"/> Completes assigned tasks within time frame expected by employer</p> <p><input type="checkbox"/> Works at appropriate rate</p> <p><input type="checkbox"/> Work completed meets quality standards as defined by employer</p> <p><input type="checkbox"/> Requests accommodations when needed</p> <p><i>If accommodations are not needed, please indicate a score of 5.</i></p>	
<p><b>Notes:</b></p> <p style="text-align: right;">Total: ___/20= ___%</p>	
<p><b>Communication and Socializations with Supervisor and Co-workers</b></p> <p><input type="checkbox"/> Greets co-workers as appropriate support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/></p> <p><i>Check all boxes applicable and give a summary score of 1-5.</i></p> <p><input type="checkbox"/> Demonstrates a good attitude at all times</p> <p><input type="checkbox"/> Speaks respectfully to support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> customers, where present <input type="checkbox"/></p> <p><i>Check all boxes applicable and give a summary score of 1-5.</i></p> <p><input type="checkbox"/> Aware of and follows social boundaries</p> <p><input type="checkbox"/> Uses work related technology appropriately</p> <p><i>If using technology is not a requirement of the job, indicate a score of 5 and check in the notes box below.</i></p> <p><input type="checkbox"/> Uses restroom appropriately</p> <p><input type="checkbox"/> Appropriately participates in conversations</p> <p><input type="checkbox"/> Follows staff lounge rules for breaks and lunch</p> <p><i>If no staff lounge is available score a 1-5 regarding company norms for breaks and lunch.</i></p> <p><input type="checkbox"/> Follows chain of command with questions or concerns</p> <p><input type="checkbox"/> Shows enthusiasm for the job by taking initiative and showing commitment to the company</p>	
<p><b>Notes:</b> ___ Using technology is not an essential function of this job</p> <p style="text-align: right;">Total: ___/50= ___%</p>	

<p><b>Utilizing Workplace Natural Supports and/or Job Coaching</b></p> <p><input type="checkbox"/> Requests help from supervisor/co-workers, as appropriate</p> <p><input type="checkbox"/> Initiates request for help at appropriate time</p> <p><input type="checkbox"/> Keep supervisor informed when job duties are complete</p> <p><input type="checkbox"/> Follows job coach &amp;/or co-worker instructions</p>	
<p><b>Notes:</b></p> <p style="text-align: right;">Total: ___/20= ___%</p>	
<p><b>Mobility/Community Safety/Transportation Options</b></p> <p><input type="checkbox"/> Uses public transportation, para-transit or provides own transportation to get to job/work training site</p> <p><input type="checkbox"/> Follows all safety precautions needed to get to job/work training site</p>	
<p><b>Notes:</b></p> <p style="text-align: right;">Total: ___/10= ___%</p>	
<p><b>ACCOMMODATION NEEDS:</b></p> <p style="text-align: right;">Overall Total: ___/195= ___%</p>	
<p><b>ADDITIONAL NOTES:</b></p>	

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

		<b>Regional Center/DOR/Adult Program Employment Rating Referral Summary Chart</b>					
Participant Name:		Parent Name:		Phone Number:			
S.S.#: XXX-XX- (Last 4 digits only)		DOR Counselor:		DOB:	Age:	Projected Exit Date:	
School:		School District:		UCI RCOC #:			
Staff:		Phone #:		Regional Center Service Coordinator:			
<b>WORKPLACE EVALUATION TOOL PERFORMANCE LEVELS</b>							
<b>Employment Skills Development Score</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Score Description</b>
Follows Directions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 Does not perform at this time, even with assistance
Dress/Hygiene		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 Physical assistance needed
Time Management & Employer Expectations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 Direct prompts/reminders needed
Work Tasks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 Indirect prompts needed, works well with job coach
Productivity/Quality of Work		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 Independence in performing the tasks (No job coach support needed)
Communication & Socialization		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Competitive Integrated Employment (CIE) Recommendations:</b> <input type="checkbox"/> #1 Direct Individual Placement <input type="checkbox"/> #2 Supported Employment Individual Placement in Integrated Setting <input type="checkbox"/> #3 Supported Employment Group in Integrated Setting <input type="checkbox"/> #4 Adult Day Services/Employment & Volunteer Work Individual/Group Integrated Setting <input type="checkbox"/> #5 Adult Day Services/Work Training &/or Volunteer Work Group Integrated Setting
Utilizing Workplace Natural Supports		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Mobility/Community Safety/Transportation</b> Student will need mobility training to new work site: Yes <input type="checkbox"/> No <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TOTAL POINTS:</b> #1 (34-40) #2 (30-35) #3 (26-31) #4 (22-27) #5 (23 & below)							
Current Work/Training Site:		Employer Paid:		Yes <input type="checkbox"/> No <input type="checkbox"/>			
Job Title:		Hours Worked/Day:		Hours Worked/Week:			
% Job Coaching:		Criminal Conviction: Yes <input type="checkbox"/> No <input type="checkbox"/>		(Explain in Notes Section)			
Work Training/Job Duties:							
<b>**Please see attached resume for a work experience summary.</b> OCWBL#3: 11-21-16							

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
	X	Competitive Integrated Employment (Job Development provided by DOR/TTP)	Yes	265-295 87%+	20-40	Natural Supports (May need initial Job Coaching)
X	X	Supported Employment (Individual) Integrated Setting	Yes	150-185 77%+	20-40	Goal is 20% or less Job Coaching
X	X	Supported Employment (Group) Integrated Setting	Yes	130-150 67%+	20-40	100% On-Site Job Coaching
X		Employment/With Adult Day Services (Individual or Group) Integrated Setting	Yes	207-230 57%+	5-30	Job Coach Support 100%
X		Work Training/Volunteer Work/ Adult Day Services Integrated Setting	No	207 & Below 57%+	5-20	Job Coach Support 100%

\*When possible work training/employment hours/week should be within the 16-40-hour range.

**Notes:** Consider the above chart as a general starting point. Each consumer has individualized strengths, needs and interests that are taken into account for programming. Note the overlap between the categories. Readiness for employment is a process that may change over time and 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 dictated by the job (evenings, weekends & holidays)	

**ORANGE COUNTY**  
**EMPLOYMENT/WORK TRAINING**  
**TERMS & LEGISLATION**

**Employment First Policy**  
 On October 9, 2013, Governor Brown signed AB 1041 (Chisbro), which establishes in statute an Employment First Policy. California became the 32th 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


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



**ORANGE COUNTY**  
**EMPLOYMENT/WORK TRAINING**  
**TERMS & LEGISLATION**



**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:**

**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

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.

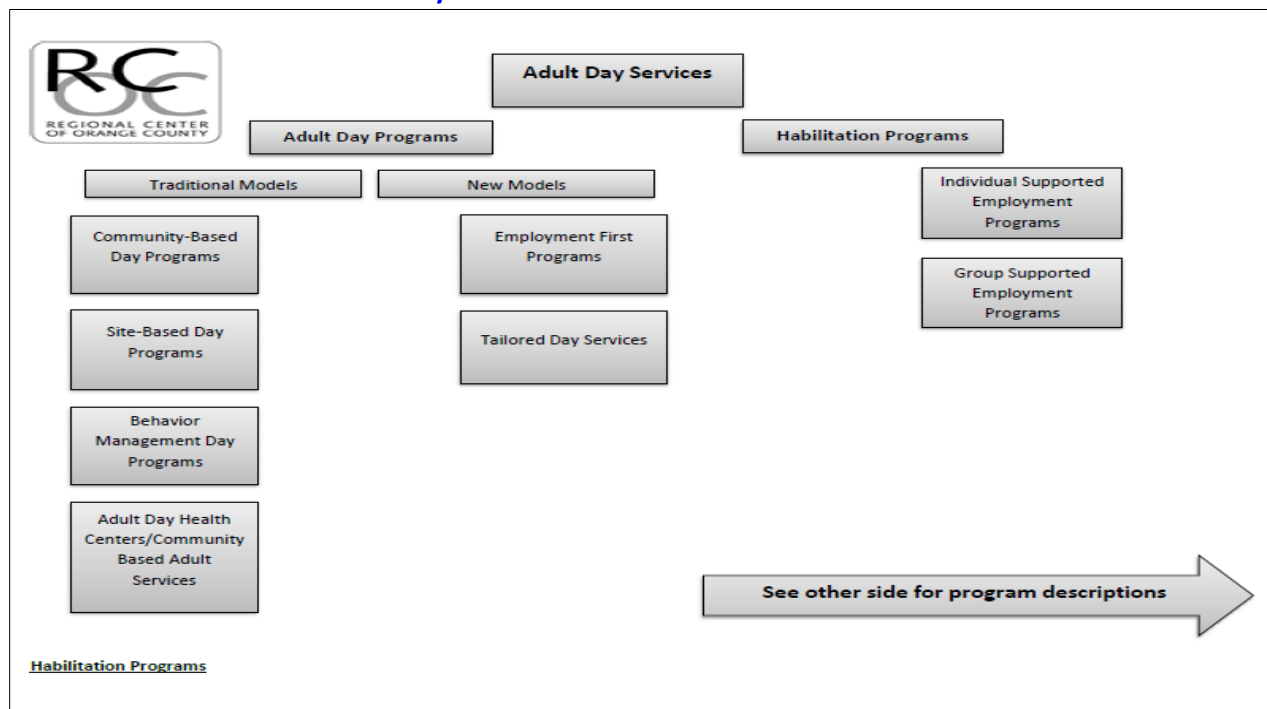
## OCWBL#6: 11-21-16 DOR, RCOC & LEA Timeline Chart

<div style="display: flex; justify-content: space-between; align-items: center;">  <div> <b>Orange County Regional Center &amp; Department of Rehabilitation</b>  <b>Transition to Adult Work Training &amp; Competitive</b>  <b>Integrated Employment Services Timeline</b> </div>  </div>						
<b>Directions:</b> Use this action time line to promote identification of appropriate adult programming for students/Regional Center of Orange County (RCOC) Consumers/Department of Rehabilitation (DOR) Consumers leaving Local Education Agencies (LEA) with a Certificate of Completion or Diploma. All students should be encouraged to complete transition activities related to education, employment and independent living identified on their Individualized Transition Plan (ITP) prior to exit from their school district up to and including the age of 22. Competitive Integrated Employment (CIE) is encouraged prior to & after school exit. The exit date is determined by the LEA using date of birth.						
STEP	Action	LEA	RCOC	DOR	CONSUMER	RECOMMENDED TIMELINE
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	X	X	At least 1 year before exit
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	X	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	X		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		X	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)			X		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
<b>Follow-up:</b> To promote effective transition from school to adult programming, young adults leaving the LEA (High School with a Diploma or Adult Transition Program with a Certificate of Completion) should share their Summary of Performance (SOP) with the new adult service provider(s). In particular accommodations listed in the SOP in the educational and employment arena should be transitioned to new environments to ensure access & effective utilization of needed services and resources. This may include participation in post-secondary education (PSE) opportunities.						

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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.

#### OCWBL#7: 7-18-16 RCOC Adult Day Services Chart



#### 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.



## OCWBL#8: 7-18-16 California Competitive Integrated Employment Resources, & Funding Chart

<b>CALIFORNIA COMPETITIVE INTEGRATED EMPLOYMENT (CIE)</b> <b>RESOURCES, SERVICES &amp; FUNDING</b> <b>(Training, Securing &amp; Retaining CIE)</b> The specifics indicated in this chart are intended to support youth and young adults with a wide range of disabilities, including those with the most significant disabilities. Eligibility requirements apply to all and some services are time limited.												
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
<b>LOCAL EDUCATION AGENCIES (LEAs)</b>	16-22											
• Workability I/CDE		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
• Transition Partnership/DOR		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
• Career Technical Education/CDE		✓							✓	✓	✓	✓
• Career Pathways		✓		✓			✓		✓	✓	✓	✓
• IDEA/IEP		✓					✓	✓		✓		
• Adult Transition Program		✓	✓			✓	✓				✓	✓
<b>REGIONAL CENTER &amp; ADULT AGENCIES</b>	22+											
• Employment First		✓	✓	✓	✓	✓	✓	✓	✓			✓
• ABx2-1 (DOS)							✓	✓			✓	✓
• College to Career (C2C)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Project Search		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
<b>DEPARTMENT OF REHABILITATION (DOR)</b>	16+											
• WIOA Pre-Employment Transition Services	16-22	✓					✓			✓	✓	✓
• Employment Services		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
• College to Career (C2C)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Workability III			✓	✓			✓	✓			✓	✓
• Workability IV			✓	✓			✓	✓			✓	✓

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
<b>American Job Center/One Stop</b>	17+											
• Youth Program (In-School)	17-21	✓	✓	✓			✓	✓	✓	✓	✓	✓
• Youth Program (Out-of-School)	17-24	✓	✓	✓			✓	✓	✓	✓	✓	✓
• Career Workshops		✓					✓	✓		✓		
• Adult Programming	18+	✓	✓	✓			✓	✓	✓	✓	✓	✓
• Career Pathways		✓		✓			✓	✓	✓	✓	✓	✓
<b>ADULT EDUCATION/ COMMUNITY COLLEGES</b>	18+											
• College to Career (C2C)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Workability III			✓	✓			✓	✓			✓	✓
• AEBIG		✓					✓	✓		✓		✓
• Certificate Programs									✓	✓	✓	
<b>UNIVERSITIES</b>	18+											
• Degree Programs									✓	✓	✓	
• Certificate Programs									✓	✓	✓	
• Workability IV			✓	✓			✓	✓			✓	✓

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

### 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 dictated 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

OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART	
Preparing Youth & Adults with Moderate to Severe Disabilities for Competitive Integrated Employment	
Participant Name:	LEA/School District/Agency:
Evaluator:	Date:
<p><b>Competitive Integrated Employment (CIE):</b> 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.</p> <p><b>Accommodations &amp; Modifications:</b> 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 &amp; employment) of the present and future.</p> <p><b>Directions:</b> This chart is divided into (4) columns including: Workplace, School, Community &amp; Home Domains. The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. The School, Community &amp; 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.</p>	

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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!

[www.cddh.monash.org](http://www.cddh.monash.org)

## **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 self-advocacy, 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.