

Guideline for DD Eligible for Employment

- Eligible for employment
- Contact Regional Center Service Coordinator.
- T17 Definition ADPs
- Webinars flyer
- ADS Chart
- OCWBL#1 OC Pre-Employment Skills Development Chart 7-18-16_VT
- Employment Service Discription
- PIP flyer
- 3.20 Gillman PROJECT SEARCH at CHOC general flyer
- 3.20 PROJECT SEARCH at KP Anaheim general flyer

How to Get Started?

All you need to do is request DOR Student Services! Just fill out a DR 203 - DOR Student Services Plan Request (PDF) and get it to your Local DOR Office.

Have questions? Want to talk to someone?

Just call your local DOR office, or send an email to the Youth Services inbox.

<https://dor.ca.gov/Home/StudentServices>

<https://www.youtube.com/watch?v=a4DoCfwZ7yw&feature=youtu.be>

Who Can Get Them?

To get DOR Student Services:

You must be a student (you need to be enrolled in school, but it's okay if you're on break or if school hasn't started yet).

You're between the ages of 16 and 21 (including 16 and 21).

At least one of these options is true:

You have a 504 Plan, or you're eligible for one if you want one.

You have an IEP.

You have a disability.

Others think you have a disability.

Contact Regional Center Service Coordinator.

The Regional Center of Orange County would like to help walk you through the steps of achieving dreams and goals by providing information and webinars to guide you on the journey.

Transition from school to young adult life can be stressful, scary, challenging and more... but it can also be full of opportunities and possibilities for your loved one to engage in the life they have always wanted!

Please view our Webinar Series on ***Transition Planning: Creating a Life Full of Possibilities*** where you can find information on:

Options for a Quality Life

Competitive Integrated Employment

Self-Determination Skills

Independent Living Skills

Recreation, Socialization and Fitness

ABLE Act – Achieving a Better Life Experience

Eligibility to open a tax free savings account

Positive effects on SSI

Eligible disability related expenditure

ABLE Act Resources

Post-Secondary Education and Training

Preparing for a Post-Secondary Education

Academic and Employment Accommodations

Transportation Options

Competitive Integrated Employment

Pre-Employment Skills Development

Workplace Accommodations

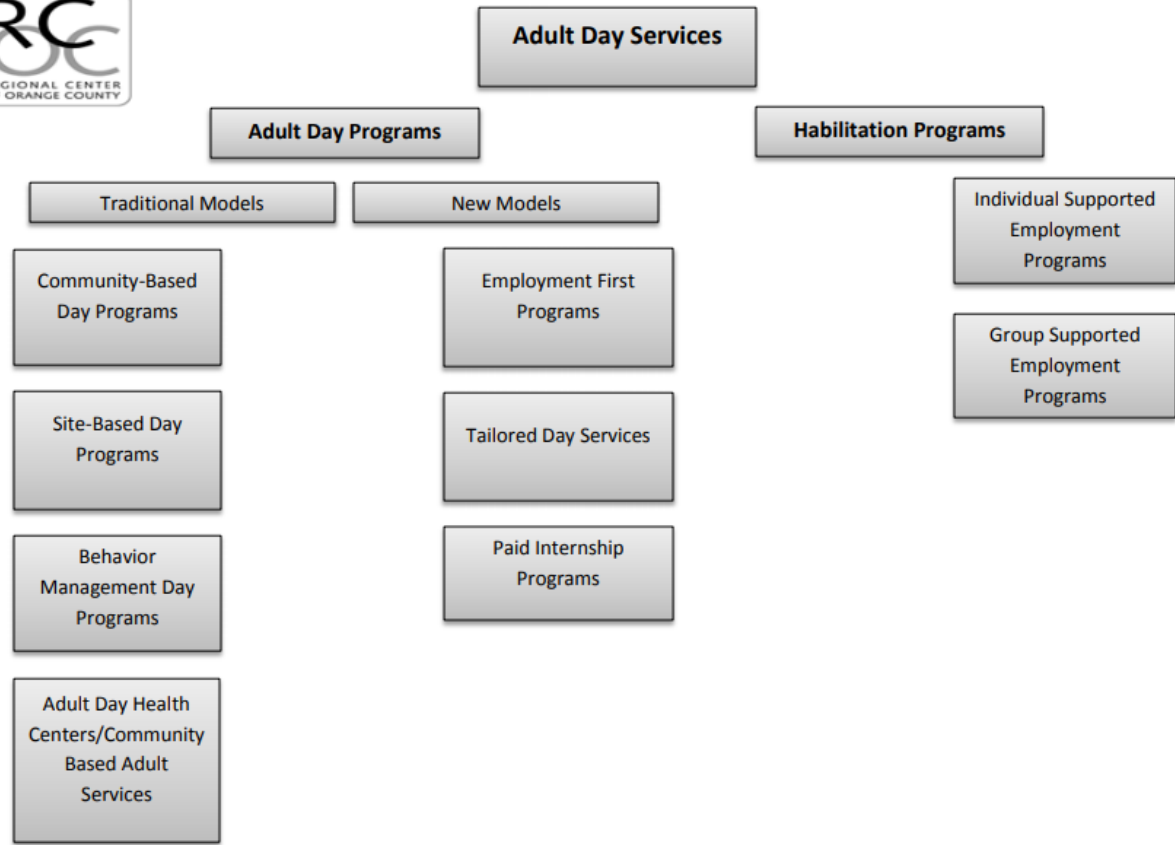
Supporting Job Retention

Career Ladder Planning

www.rcocdd.com/frc/transition-planning/webinars/

To promote a consistent method of preparation for the people we serve, a Work-Based Learning and Employment & Career Development System has been developed. You can find the forms used for skill development, work evaluation, planning and referrals here:

www.rcocdd.com/frc/transition-planning/orange-county-work-based-learning-system/



Habilitation 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 may be funded by the Department of Rehabilitation. Groups typically include 3 to 4 individuals. The group receives support from SEP job coach 100% of the hours worked at job site.

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 up to 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. Support hours can be flexible, based on individual's work schedule. Job coaching at job site is up to 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 focused on training, not supervision. Services are limited to a maximum average of 7 hours per week. Staffing ratio is 1:1.

-Paid Internship Programs- The purpose of the programs is to increase the vocational skills and abilities of the participants. The goals of the programs include the acquisition of experience and skills for employment, or for the internship to lead to competitive integrated employment in the same job. Internship wages will be, at least, state or local minimum wage, with a maximum of \$10,400 per year. Services are provided in a 1:1 staffing ratio, and developed through the Person Centered Planning process.

Definitions

Please consider the following definitions from the California Code Regulations, Title 17, regarding the curriculum to be provided by adult day programs:

Age Appropriate: the consideration of the chronological age of the person in the use of activities, instructional locations, and techniques.

Community Integration: a person's presence, participation, and interaction in natural environments. Natural Environment means places and social contexts commonly used by individuals without developmental disabilities.

Employment Training: individually planned activities and instruction which enable adults with developmental disabilities to obtain and maintain paid work and which can occur in group or individual situations. This term is synonymous with **vocational training**. This may include volunteer work through a non-profit organization, participating in the completion of duties also available to volunteer staff who do not have developmental disabilities.

Functional Skills: those skills which enable an individual to communicate, interact with others, and to perform tasks which have practical utility and meaning in the community or on the job.

Self-Advocacy: the awareness, motivation and ability of an individual to represent and communicate his or her own interests, to exercise personal choice, to exert control over his or her environment, and to avoid exploitation and abuse.

Self-Care: meeting one's physical and personal needs without dependence on others or having the ability to direct others to meet those needs. Personal needs means a condition or situation pertaining to one's own intimate and immediate care, such as eating, toileting, personal hygiene.

Vocational Training: See **Employment Training**

Supported Employment vs. Employment First

Supported Employment Program	vs.	Employment First Program
<p>Dept. of Rehabilitation (DOR) funds job placement and initial job coaching services.</p> <p><u>For individual SEP</u>- Once DOR has determined the individual is stable in their employment with job coaching 20% of the hours worked per month, the individual's case with DOR is closed. Prior to closure, case is transitioned to regional center for funding of ongoing job coaching at 20% of hours worked per month.</p> <p><u>For group SEP</u>- Funding by DOR determined on a case by case basis (See DR 380). Regional center may fund for ongoing job coaching following transition from DOR.</p>	<h3>Funding Sources</h3>	<p>Regional Center funds for adult day program services meanwhile vendor assists individual in finding employment. Once individual becomes employed, regional center funds services (at job site and in the community) up to 100%, as needed by the individual.</p>
<p>Employment related support Advocacy related to employment</p>	<h3>Services Include:</h3>	<p>Employment related support Vocational training, including volunteer work Self-advocacy training Self-care training Community integration training</p>
<p><u>For individual SEP</u>- must be direct hire by the business</p> <p><u>For group SEP</u>- may be direct hire by business, or may be contract (where individual is actually employed by service provider via contract)</p>	<h3>Who's the boss?</h3>	<p>Must be a direct hire by the business</p>

OC Pre-Employment Skill Development Chart

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

Read more from here: by couple clicks to open the link below.



OCWBL1OCPreEmploymentSkillsDevelopmentChart071816_English.pdf (Command Line)

FOR I/DD PEOPLE:

IN SERVICE TO PEOPLE WITH DEVELOPMENTAL DISABILITIES



Paid Internship Program

Purpose

- Increase vocational skills and abilities of adults served by RCOC

Goals

- Acquisition of experience and skills for future employment
- Internship to lead to part-time or full-time competitive integrated employment

Development

- Internship is developed through the Person-Centered Planning and Thinking process taking into consideration employment goals, interests, skills, strengths, and areas that require additional support

Payment

- Intern will earn at least state or local minimum wage
- Intern may receive a maximum payment of \$10,400 per year (inclusive of payroll costs for the employer of record)

What does Competitive Integrated Employment Mean?



Full-time or part-time work where an individual is paid at least minimum wage or higher by the employer, in a setting with others who do not have disabilities. The individual has the same opportunities for advancement as their co-workers who do not have disabilities.

Payment Methods

- Employer (paid internship entity/site)
- Financial Management Service
- Service Provider

Support Options

- School District/Adult Transition Program (for individuals still eligible to receive services through the School District/ATP)
- Department of Rehabilitation
- RCOC Service Provider
- Natural Supports

How Do I Get Started?



Contact your RCOC Service Coordinator to request a Person Centered Meeting to discuss your interest and plan your path! YOU are in the driver's seat!

Mailing Address: P.O. Box 22010, Santa Ana, CA 92702-2010 · www.rcocdd.com

What are some possible job training and employment opportunities?

Every person is unique with different abilities, skills, talents and interests. People with developmental disabilities can do a variety of jobs and tasks with the right coaching, training and sometimes minor accommodations that support the general workplace. Some examples of jobs that people with developmental disabilities have been hired to perform include, but are not limited to:

- Accounting
- Agricultural Work
- Banking
- Book Keeping
- Computer Programming
- Data Entry
- Engine Repair
- Fitness Center
- Food Services
- Hospital Services
- Inventory Stocking & Control
- Landscaping
- Library Services
- Mail Room Services
- Medical Billing
- Pet Care Services
- Property Maintenance

- Quality Control
- Recycling
- Web Design

What kind of support is available to help people on the job?

The amount, type, and duration of supports provided will vary based on the needs of the individual. These supports are funded through the regional center and other sources and are provided at no cost to the employer or the individual. Regional centers identify, fund, and monitor service providers who support people on the job. Employment supports may include specialized on-site training to assist the employee with a disability in learning and performing the job and adjusting to the work environment. These supports may also include transportation, assistive technology, specialized job training, individually tailored supervision, and follow-along support.

FOR EMPLOYERS:

BENEFITS AND OPPORTUNITIES FOR EMPLOYERS

Workplace learning opportunities provide businesses an opportunity to train and observe pre-screened youth and young adults within a defined time frame. Liability insurance is covered by school, university or other workforce preparation agency. Additionally, it provides a try-out system for potential new employees. This is a great way to see if someone is a good fit for your organization.

If you are an employer or business owner looking for qualified candidates and would like more information, please send us your contact information here: employment@rcocdd.com

FAQS FOR EMPLOYERS

As an employer, why should I hire someone with a developmental disability? [2]

RCOC believes there are many reasons, but here are our [top ten great reasons](#) to hire people with developmental disabilities [3].

1. Hiring individuals with developmental disabilities promotes workforce diversity and is good for the employee, the business, and society.
2. Individuals with developmental disabilities are reliable, dedicated, loyal workers with a positive work ethic.
3. Employers experience low turnover and high retention from employees with developmental disabilities.

4. Individuals with developmental disabilities have lower than average absenteeism, thereby increasing overall productivity.
5. Federal tax incentives for hiring individuals with disabilities improve the employer's "bottom line."
6. Individuals with developmental disabilities demonstrate high work productivity in a wide range of jobs.
7. Employees with developmental disabilities promote a positive corporate image that increases customer base and loyalty.
8. Individuals with developmental disabilities contribute to a positive and team-based work environment.
9. Systems are in place to match employer needs with employee job skills.
10. No-cost consultation and technical assistance is available to help employers hire people with developmental disabilities and provide on-the-job training.

Can people with developmental disabilities really work and do what I need them to do? [2]

People with disabilities have different abilities, talents and interests so they are able to perform most things that people without disabilities can do, with some support and minimal accommodations. RCOC and our affiliated programs will not just send you an employee. There are many steps between expressing interest and having an employee begin at the workplace.

You can expect that RCOC-referred employees can/will: [2]

- Demonstrate strong work ethic
- Show excellent attention to detail
- Demonstrate increased productivity rates
- Come to work on time
- Adhere to specific work schedule and duties
- Be willing to respond to employer supervision and feedback
- Work well with routines and predictable schedules
- Work well with complex and systematic jobs

What are some of the benefits of hiring someone with developmental disabilities? [2]

Some workplace benefits may include:

- Prescreened applicants

- On-Site Support / Job Coaching
- Paid internships
- Assistance with hiring incentives and tax credits
- ADA implementation/reasonable accommodations
- Insurance Liability Coverage provided for non-paid Internships
- Utilizing natural workplace supports
- Increasing the efficiency of all employees, by utilizing universal design
- Reduced turnover rate

What are some possible job training and employment opportunities? [1]

Every person is unique with different abilities, skills, talents and interests. People with developmental disabilities can do a variety of jobs and tasks with the right coaching, training and sometimes minor accommodations that support the general workplace. Some examples of jobs that people with developmental disabilities have been hired to perform include, but are not limited to:

- Accounting
- Agricultural Work
- Banking
- Book Keeping
- Computer Programming
- Data Entry
- Engine Repair
- Fitness Center
- Food Services
- Hospital Services
- Inventory Stocking & Control
- Landscaping
- Library Services
- Mail Room Services
- Medical Billing
- Pet Care Services
- Property Maintenance
- Quality Control
- Recycling
- Web Design

What kind of support is available to help people on the job? [1]

The amount, type, and duration of supports provided will vary based on the needs of the individual. These supports are funded through the regional center and other sources and are provided at no cost to the employer or the individual. Regional centers identify, fund, and monitor service providers who support people on the job. Employment supports may include specialized on-site training to assist the employee with a disability in learning and performing the job and adjusting to the work environment. These supports may also include transportation, assistive technology, specialized job training, individually tailored supervision, and follow-along support.

What are the benefits of these supports to employers? [1]

- No fee to employer
- Employees' abilities matched to job requirements
- On-site job training by professionals
- Additional training, as necessary
- Follow-up services for the duration of employment

Are there tax incentives for hiring persons with disabilities? [1]

Yes. Employers may be eligible for tax credits for hiring persons with disabilities or to help them cover the cost of accommodations to make the workplace accessible. For more information visit the following links:

[Financial Incentives for Hiring People with Disabilities](http://www.foremployers.com/index.php?page=osinsentives)
<http://www.foremployers.com/index.php?page=osinsentives>

[United States Department of Labor Employment and Training Administration](http://www.doleta.gov/programs/)
<http://www.doleta.gov/programs/>

What is the Ticket to Work and how is it a resource? [1]

The Ticket to Work program allows employers who are registered "employment networks" and hire social security disability benefits recipients who have disabilities to receive up to \$20,000 in funds. For more information visit the following links:

[Ticket to Work](https://yourtickettowork.com/web/ttw/home)
<https://yourtickettowork.com/web/ttw/home>

[CESSI Division](http://www.cessi.net/index.html) is a nationally recognized provider of disability employment, outreach and accessibility services to state, federal, and private sector clients.
<http://www.cessi.net/index.html>

[Social Security Administration – Ticket to Work](#)

<http://www.ssa.gov/work/>

Sources:

[1] Regional Center of Orange County Developmental Disabilities (rcocdd.com),
<https://www.rcocdd.com/home/employment/benefitsandopportunities/>

[2] Regional Center of Orange County Developmental Disabilities(rcocdd.com),
<https://www.rcocdd.com/home/employment/faqs-for-employers/>

[3] Regional Center of Orange County Developmental Disabilities(rcocdd.com),
<https://www.rcocdd.com/home/employment/great-reasons/>



Gillman PROJECT SEARCH® CHOC Children's Program

What is the program? The program is an 11-month non-paid internship workforce preparation opportunity for adults to develop transferable employment skills in an integrated and inclusive environment. The program includes:

- A 30-hour per week schedule (Monday-Friday, 9AM-3:00 PM).
- Participation in 4 internship rotations, working in up to 4 different departments. Each rotation is 10 weeks long, with one week for review and preparation between rotations. Participating departments may vary each program year.
- Participation in employability related OC community college/continuing education courses through Santiago Canyon College (provided at CHOC Hospital during program hours).

Who may apply? Adults registered to receive services through RCOC who meet the following criteria:

- Completed the Adult Transition Program through your local school district and received a Certificate of Completion, or graduated from high school and received a high school diploma.
- Registered to receive services through RCOC and eligible for Department of Rehabilitation services (may have, but does not require a current case open with DOR).
- Individual and family commitment to competitive integrated employment following the completion of the training program.
- Demonstrated excellent attendance in past education and/or work training experiences.
- Independently completes activities of daily living (self-care needs- toileting, eating, hygiene, etc.), and does not require continuous/constant supervision.
- Willing to take public or para-transit transportation to CHOC Hospital, or provide own mode of transportation.

When does the program start? A new cohort starts every June.

- Exact program schedule is to be determined annually.
- Applications become available in February/March on an annual basis.

Where does the program take place? The program takes place on campus at CHOC Children's Hospital.

- All classes and training takes place at: 1201 W La Veta Ave, Orange, CA 92868

Why should I apply? You should apply if you are interested in acquiring the skills and experience needed to gain competitive integrated employment.

- The purpose of this program is to develop skills that advance employment opportunities, provide pathways to careers, and promote participants to succeed as contributing members of their community.

For more information or to determine whether this program is appropriate for you, please contact your assigned Regional Center of Orange County Service Coordinator

