


Participants Wanting Language Interpretation... (Spanish, Vietnamese & Korean)

- Participants can now click Interpretation in the meeting controls  and select a language channel to [hear interpretation audio](#).
- A participant must click on the specific language channel to hear the interpreter.
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Transition Planning...

Creating a Life Full of Possibilities!

Competitive Integrated Employment (CIE)

Zoom Webinar

It's never too early to prepare and plan for the future!

Please join presenters...

Ray Bueche, SVUSD

Arturo Cazares, RCOC

Adam Gottdank, NOCE

Lorri Guy, NOCE

Information to be presented will address...

Preparing for a Job	Entry Level Employment
Resources & Supports for Employment	Preparing for Career Path Positions

December 11, 2023

6:00-7:30 PM



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Preparing for a Job	Entry Level Employment
Resources & Supports for Employment	Preparing for Career Path Positions

Facilitated By:

- Anita Kwon, Manager of Employment and Day Services, ROCC**
- Carlos Fonseca, Employment and Day Services Coordinator, RCOC**
- Lily Cornyn, Employment and Day Services Coordinator, RCOC**
- Linda O'Neal, RCOC Consultant & CUTPI Transition Specialist**

When: Monday, December 11, 2023 from 6:00 to 7:30 p.m.

Where: Zoom...from your home or anywhere you have access to technology!

Who may benefit from virtual attendance: Persons and families served by RCOC interested in learning more about how working affects public benefits. The focus age group is 14 and above, but families of pre-school and elementary school age children who are ready to start planning even earlier are always welcome.

Registration Required: <https://tinyurl.com/4bpfmzdv>

Please contact transition@rcocdd.com if you have any questions or require interpretation services, including ASL.



CIE Presenters

Arturo Cazares

**RCOC, Director of
Community Services**

acazares@rcocdd.com

Ray Bueche

SVUSD, Administrator

Raymond.Bueche@svusd.org

Adam Gottdank, Ph.D.

**Associate Dean Disability
Support Services**

agottdank@noce.edu

Lorri Guy

**Disability Support Services
Program Coordinator**

lguy@noce.edu

Pre & Post Surveys for all Workshop Participants

Please answer the following surveys...6 questions in each! In the box in question 1 please put a code so we can match your pre & post survey. The code only needs 4 symbols (letters or numbers) ie., lo12.

Here is the link to the Pre-Survey

https://chapmanu.co1.qualtrics.com/jfe/form/SV_djz6ESx6tbMDOVo

TINYURL:

<https://tinyurl.com/mwap2rb4>



CIE Google Drive

12-11-23

<https://drive.google.com/drive/folders/1https://tinyurl.com/22w3xs97q8vAJD0QKYTg21Wxn277kspJ7hJ0uka7?u>

TINYURL:

<https://tinyurl.com/22w3xs97>

Employment First Policies

California's State Policy:

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.

RCOC's Policy:

Integrated, competitive employment will be the first option considered by planning teams for every working-age adult we serve.

Competitive Integrated Employment

8

Full-time or part-time work where an individual:

- **Is paid at least minimum wage, and**
- **Is paid the customary rate by the employer for same or similar work performed by other employees who do not have disabilities, and**
- **Is eligible for the same benefits provided to other employees, and**
- **Is presented with the same opportunities for advancement as other employees who do not have disabilities, and**
- **Works in an integrated setting with other employees who do not have disabilities.**

Adult Day and Employment Services

Adult Day Services:

- Community-Based Programs
- Tailored Day Services
- Project SEARCH Programs (CHOC and Kaiser Permanente)
- Paid Internship Program

Employment Services:

- Supported Employment Programs
- Employment First Programs



Adult Day Programs**Traditional Options**Community-Based
Day ProgramsSite-Based Day
ProgramsBehavior
Management Day
ProgramsAdult Day Health
Centers/Community
Based Adult
Services**Newer Options**

Tailored Day Services

Paid Internship
Program**Employment Programs**Individual Supported
Employment
ProgramsGroup Supported
Employment
ProgramsEmployment First
Programs



OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART

Preparing Youth & Adults with Disabilities for Competitive Integrated Employment



Participant Name:		LEA/School District/ Agency:	
Evaluator:		Date:	

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 and life.

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.**

<ul style="list-style-type: none"> The skills listed under the Workplace column have been verified by business representatives as skills needed for successful employment. Families, school staff and community members all have an important role in helping youth/adults learn expected behaviors. 	<ul style="list-style-type: none"> The School, Community & Home Columns include activities that will promote employment related skill development. 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.
<ul style="list-style-type: none"> The Community Domain applies to skill development supported by all service providers, educators and family members. Tracking progress will help to identify training needs and will assist in better preparing youth for positive work experiences with the goal of 	<ul style="list-style-type: none"> Collect baseline data on the form and then rate the individual on a monthly/quarterly basis. Additionally, the development of these skills will enhance the youth's social life, community participation and the option to attend and

participating in paid employment and eventually obtaining economic self-sufficiency.	successfully complete post-secondary training and education opportunities as an adult.
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The skills listed in this chart can be a focus for development in children pre-school through adulthood.

Notes:

- 1) Person Centered/Driven Planning (PCP/PDP) should be used to develop a plan to ensure buy-in and commitment to the process of promoting positive lifestyle outcomes. The student, family, school staff, community agency reps and other invited guests work together to identify student preferences, future expectations, action steps in the areas of education, employment, independent living, transportation, health and fitness, as well as recreation. This planning process can lay the groundwork for effective plan development including Education's Individual Education Plans (IEPs) & Individual Transition Plans (ITPs), Individual Program Plan (IPP) with the Regional Center and Individual Plan for Employment (IPE) with Department of Rehabilitation (DOR).
- 2) The student, school staff and parents should work together to develop meaningful Individual Education Plans (IEPs) and Individual Transition Plans (ITPs) that support participation in work experience and integrated competitive employment.
- 3) Identifying appropriate accommodations for both academic and employment settings is critical to short- and long-term success.
- 4) Learning about Social Security Administration (SSA) Benefits Planning & Management is an essential strategy to support long term, Competitive Integrated Employment (CIE). This includes learning about SSA Work Incentives, i.e.: Student Earned Income Exclusion (SEIE), Impairment Related Work Expenses (IRWE), Expedited Reinstatement (EXR), etc.
- 5) Ongoing job supports & follow-up services must be identified, monitored, evaluated and consistently applied to ensure long term job retention.
- 6) CIE is essential to providing quality of life for individuals with all disabilities, including those with significant cognitive disabilities and complex support needs.

Acronyms:

DOR	Department of Rehabilitation	RCOC	Reginal Center of Orange County
CIE	Competitive Integrated Employment	IEP/ITP	Individualized Education Plan/Individualized Transition Plan
ADA	Americans with Disabilities Act	IPE	Individual Plan for Employment
PCP/PDP	Person Centered/Driven Planning	IPP	Individual Program Plan
SSA	Social Security Administration	SEIE	Student Earned Income Exclusion
IRWE	Impairment Related Work Experiences	EXR	Expedited Reinstatement

WORKPLACE	SCHOOL	COMMUNITY	HOME
-----------	--------	-----------	------

2. DRESS/HYGIENE	DRESS/HYGIENE		DRESS/HYGIENE		DRESS/HYGIENE	
<input type="checkbox"/> Dresses appropriately to workplace setting: <input type="checkbox"/> uniform <input type="checkbox"/> professional dress	Date Started: Date Completed: 	<input type="checkbox"/> Dresses appropriately to school setting: <input type="checkbox"/> age appropriate <input type="checkbox"/> stylish <input type="checkbox"/> correct size <input type="checkbox"/> considering weather factors	Date Started: Date Completed: 	<input type="checkbox"/> Dresses appropriately to learning site expectations <input type="checkbox"/> Dresses appropriately for planned community-based activity: <input type="checkbox"/> age appropriate <input type="checkbox"/> stylish <input type="checkbox"/> correct size <input type="checkbox"/> considering weather factors	Date Started: Date Completed: 	<input type="checkbox"/> Selects appropriate clothing based on planned activity: <input type="checkbox"/> age appropriate <input type="checkbox"/> stylish <input type="checkbox"/> correct size <input type="checkbox"/> considering weather factors
<input type="checkbox"/> Appropriate hygiene: <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed	Date Started: Date Completed: 	<input type="checkbox"/> Appropriate hygiene <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed Work with students and family to ensure appropriate hygiene habits. Excellent hygiene is an expectation of the workplace.	Date Started: Date Completed: 	<input type="checkbox"/> Appropriate hygiene <input type="checkbox"/> clean and styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed Hygiene should be a focus starting at an early age.	Date Started: Date Completed: 	<input type="checkbox"/> Showers at least once per day without prompt <input type="checkbox"/> Maintains appropriate hygiene <input type="checkbox"/> clean & styled hair <input type="checkbox"/> clean teeth <input type="checkbox"/> no body odor <input type="checkbox"/> make-up as needed <input type="checkbox"/> Takes care of own clothes including work clothes <input type="checkbox"/> does own laundry <input type="checkbox"/> folds and hangs clothes Hygiene habits begin at home.

WORKPLACE	SCHOOL	COMMUNITY	HOME
-----------	--------	-----------	------

Follows all work site rules

Follows expected behaviors in assigned department, as specified by manager/supervisor

Date Started:

Date Completed:

Follows classroom rules (individual and group)

Follows campus rules

Responds appropriately when a rule is broken:

- When confronted about rule violation, responds appropriately to situation
- Completes assigned disciplinary requirement

Participating in inclusive educational settings is essential to prepare students for working in an integrated competitive work setting.

Date Started:

Date Completed:

Follows rules while in community-based integrated work training location

Follows rules in all community settings

- retail
- recreation
- religious settings
- entertainment
- restaurants
- fast food restaurants

It is essential to provide many and varied community and work-based learning experiences for youth, starting as young as possible.

Date Started:

Date Completed:

Follows household rules

Responds appropriately when a house rule is broken:

- When confronted about rule violation, responds appropriately to situation
- Completes assigned disciplinary action

Work with school staff and community service provider staff to develop work related goals and objectives on the IEP, IPP and IPE.

Follows all workplace emergency safety protocols

Date Started:

Date Completed:

Follows emergency preparedness instructions from school staff, specific to:

- fire
- earthquake
- campus intruder
- electrical outage
- storm

Date Started:

Date Completed:

Follows directions from community workers in case of emergency including:

- law enforcement
- firefighters
- agency staff
- support staff

All youth need to learn about the roles and responsibilities of community workers and how to seek out help if needed.

Date Started:

Date Completed:

Aware of and prepared to respond to potential emergency situations:

- fire
- earthquake
- intruder
- electrical outage
- storm
- appliances/gas leak

WORKPLACE	SCHOOL		COMMUNITY		HOME	
1. FOLLOWS DIRECTIONS	FOLLOWS CLASSROOM DIRECTIONS		FOLLOWS DIRECTIONS WHILE IN THE COMMUNITY		FOLLOWS DIRECTIONS WHILE AT HOME INDOORS AND OUTDOORS	
<input type="checkbox"/> Follows verbal directions from supervisor and assigned co-workers: <input type="checkbox"/> 1 step <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps +	Date Started: Date Completed:	<input type="checkbox"/> Follows verbal directions from teacher and school staff: <input type="checkbox"/> 1 step <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps +	Date Started: Date Completed:	<input type="checkbox"/> Follows verbal directions from law enforcement, community workers, activity staff and support staff: <input type="checkbox"/> 1 step <input type="checkbox"/> 2 steps <input type="checkbox"/> 3 steps <input type="checkbox"/> 4 steps <input type="checkbox"/> 5 steps +	Date Started: Date Completed:	<input type="checkbox"/> Follows verbal directions from parent, sibling, relative and support staff: <input type="checkbox"/> 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)	Date Started: Date Completed:	<input type="checkbox"/> Follows daily schedule <input type="checkbox"/> Follows assignment list	Date Started: Date Completed:	<input type="checkbox"/> Follows expectations of person, team or group membership	Date Started: Date Completed:	<input type="checkbox"/> Follows and completes written chore list <input type="checkbox"/> Uses and follows written daily schedule
<input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture	Date Started: Date Completed:	<input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input checked="" type="checkbox"/> word + picture	Date Started: Date Completed:	<input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture <input type="checkbox"/> Observes all traffic signals and signs	Date Started: Date Completed:	<input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> word <input type="checkbox"/> picture <input type="checkbox"/> word + picture

RCOC CIE

**Competitive
Integrated
Employment**

(12-11-23)

Ray Bueche

**Coordinator/Administrator
WorkAbility I & TPP**

Principal

**Esperanza Adult Transition Program
Saddleback Valley Unified School District**

What is Big “T”



- Transition services are mandated by federal law in IDEA. School districts must assess needs and develop meaningful goals for all students with an IEP by age 16.
- Individuals with Disabilities Education Act (IDEA): local educational agencies (LEAs) are responsible for **preparing students with disabilities for adult life** through a **post-school transition plan** that is **updated annually** [34 CFR §300.320(b)].

What is little “t”

- Supplemental transition related services provided by programs like WorkAbility I, TPP, CEC/ROP (Career Pathways) that support students toward their post-school outcomes.
- Guided by program/grant/project parameters.

Programs (little t)



- WorkAbility I
- Paid Internship Program (PIP)- DDS,RCOC
- Student Services/Potentially Eligible (PE)- DOR
- Transition Partnership Program (TPP)- a contract with DOR
- Career Technical Education Pathways (CTE): Career Education Centers (CEC)/ Regional Occupational Programs (ROP)

Pre-Employment Transition Services (Pre-ETS)

- **Job Exploration Counseling**; provide students with a variety of opportunities to gain information about careers, the skills needed for different jobs, and to uncover personal career interests
- **Work-based learning experiences**, which may include in-school or after-school opportunities, or experiences outside of the traditional school setting including internships, that is provided in an integrated environment in the community to the maximum extent possible;
- **Post Secondary Counseling** opportunities for Enrollment in Comprehensive Transition or Postsecondary Education Programs at institutions of higher education;
- **Workplace Readiness Training** to develop social skills and independent living;
- **Instruction in Self-Advocacy**, (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

WorkAbility I and TPP

Saddleback Valley Unified School District

WORKABILITY I

THE WAI PROGRAM OFFERS STUDENTS WITH AN IEP THE OPPORTUNITY TO COMPLETE THEIR SECONDARY EDUCATION WHILE ALSO OBTAINING MARKETABLE JOB SKILLS.

2022-2023 SCHOOL YEAR

780

MIDDLE AND HIGH SCHOOL STUDENTS IN SVUSD PARTICIPATED IN TRANSITION ACTIVITIES AND LESSONS GIVEN BY OUR JOB TECHNICIANS.

STUDENTS SERVED



STUDENTS PLACED



135

STUDENTS RECEIVED WORKABILITY SUPPORT THAT LEAD TO COMPETITIVE INTEGRATED EMPLOYMENT.

220

GRADUATES FROM 2021-22 WERE CONTACTED TO FOLLOW UP ON PROGRESS TOWARD THEIR GOALS FOR CAREER AND COLLEGE.

FOLLOW UP'S



PARTNERSHIP



DOR

WORKABILITY I HAS GROWN THEIR PARTNERSHIP WITH DEPARTMENT OF REHABILITATION TO ACCESS ADDITIONAL SUBSIDIZED WORK HOURS FOR STUDENTS WITH DISABILITIES.

FOR MORE INFORMATION CONTACT:

RAY BUECHE
949-830-5302

RAYMOND.BUECHE@SVUSD.ORG

SVUSD
Career Start



Career Start and SVUSD ATP
present

Transition Resource Fair

Adult Transition Program
Saddleback Valley USD



SVUSD
Career Start



Participants Include:

- Best Buddies Jobs
- Coastline Community College
- Creative Identity
- Dayle McIntosh Center
- Goodwill
- OASIS from Saddleback College
- Regional Center of Orange County (RCOC)
- Reimagine
- ABEDI
- Hope Center for the Arts
- Saddleback College DSPS Office
- State Council on Developmental Disabilities
- Department of Rehabilitation (DOR) Specialist
- SVUSD Social Security Specialist
- Vocational Visions
- Mortensen & Reinheimer, PC
- The Happening
- Wings of John Wayne

Who will be there.

- Post Secondary Institutions
- Employment Agencies
- Adult Day Programs
- Recreational and Leisure and more!

Wednesday, October, 11th
5:30-7:00

Esperanza Education Center
25121 Pradera Drive
Mission Viejo, CA 92691

Contact info

Ray Bueche
Buecher@SVUSD.ORG
(949) 830-5470

Hope to see you there!!!



WORKABILITY I Fast Facts

The WorkAbility I (WAI) grant program has been funded and administered by the California Department of Education to eligible students receiving special education services in middle school, high school, and adult transition programs since 1981.

Statistics at a Glance:

2021-2022
School Year

Students served through WAI programs: 102,761

Students placed in paid work experience: 15,598

Grantees: 260+ districts and schools statewide

Funding: \$39,738,000

WorkAbility I pays student workers minimum wage.

The unemployment rate for individuals with disabilities in California is much higher than the general population.** When high school students with disabilities participate in real-world work experience education alongside their non-disabled peers, they are much more likely to obtain and retain such employment after high school. WAI helps students gain the skills they need to obtain competitive integrated employment.

**source: https://scdd.ca.gov/ca_empl_rate/#.Y_T2oybMl2w

WAI programs partner with local businesses and agencies to provide pre-employment and employment services.

Services & supports provided by WAI include:

- Paid work experience
- Job shadowing
- Job seeking skills
- Self-advocacy skills
- Independent living skills
- Exposure to post-secondary opportunities
- Work readiness
- On-the-job training
- Career awareness
- Vocational assessments

WorkAbility I partners with the California Department of Rehabilitation and the California Department of Developmental Services via Regional Centers through local partnerships agreements to provide Competitive Integrated Employment (CIE) for individuals with disabilities.



For more information, visit <https://www.cde.ca.gov/sp/se/sr/wrkabityl.asp>

Stages of Vocational Development

- Prevocational
- Microbusiness
- Non Profit Businesses
- For Profit
- Paid Work Based Learning
- Job Retention



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STEP

Flower Cart

Hope Blooms

A Student Run Floral Service

S connects

February 10

ESPERANZA

ASB and the Microbusiness'

All business are created under a classroom teacher or "Brand". Business could be used for workplace learning or a pre vocational activity model.

- Hope-Flowers, Cafe
- Healthy Harvest-Pop up restaurant, canning, food preserving, ready made jars, wreaths
- Bunyans Bakery and Herbs-Microgreens, Baked Goods
- Fine Design by Room 9-Arts and Crafts

Before the business can start a business plan and revenue projections must be developed and approved by site coordinator

- [Fillable Business Plan.doc.pdf](#)
- [Fillable Micro Business Event Profit Revenue Projection.pdf](#)
- [Fillable Carry over Budget Document.pdf](#)

[http coffee-companies-that-emphasize-hiring-disabled-workers-fall-short](#)

[Special Education Director's Official Letters - Laws, Regulations, & Policies \(CA Dept of Education\)](#)

Work Based Learning Options for High School and Middle School

On Campus:

- Not part of the ITP
Classroom tasks (shredding, collate)
- Work Stations
- Task Boxes
- Office Assistant (delivering mail, call slips)
- Micro enterprises
- Workability Middle School
 - Identify Areas of Interest
 - Explore career options
 - Linkages to high school programs

Off Campus:

- Job shadows
 - In Person
 - Virtual
- Service learning
- Paid vs. Unpaid



Job Development

THE STUDENT

Student Interest

- Career assessments
- Work Interest Profiler

Student Readiness and Responsibilities

- Resume
- Master application
- Mock Interviews
- HR paperwork
- Ability to get a work permit

THE BUSINESS

Securing a Business Partnership

- Sending an informational letter
- Cold Calling
- Business site visit

Process of matching the student to the business

- Use of the Job development form
- Employer expectations

Job Fair

- Variety
- Local Opportunities



Think outside the Box

It's more than Food and Retail...Just One Business can have many possibilities!

- Sales
- Ushering
- Greeters
- Office Assistant

Career



What are they? To identify the Career Pathway one must first find their Career Cluster!

Identifying Career Pathways through Assessments

Ca.careerzone.org

Virtualjobshadow.com

Onetonline.org

Careerwise.minnstate.edu

Next Steps: Identify your Career Pathway

Career pathways are small groups of occupations within a career cluster. Occupations within a pathway share common skills, knowledge and interests.



What's your code?

Realistic-Investigative-Artistic-Enterprising-Conventional

Exploring Post-Secondary options through Career Pathways

I've discovered my Career Cluster, now what?

Career pathways allow you to search careers that are grouped by educational requirements. Typical entry level jobs within a pathway may lead to related careers with more education.

Career Technical Education Giving the student a chance to explore various careers while still in High School. Accommodations at the community college while in High School.

Adult Transition Programs hands on learning

Community college courses with support through DSPS

Microcredentials are similar to traditional college credits, but with a few key differences. Both move the student closer and closer to a four-year degree as they're earned. But while traditional college credits have no value other than getting students to the finish line, microcredentials are like industry-recognized certifications that students can use to apply for jobs on their path to attaining their four-year degree.

Microcredential Path

Microcredentials — which students earn piece by piece, stacking them toward a four-year degree — are like certifications. Each one can be used in the job hunt as soon as it is received.

If a student leaves school before completing their four-year degree, they'll still walk away with whatever microcredentials they earned along the way. Once you earn them, they're yours to keep.



Traditional College Credits Path

Traditional college credits have little value in the outside world — they're good for adding up to a degree, but as individual units they're not recognized or valued by employers.

If a student leaves school before attaining their four-year degree, all the college credits they earned go to waste. Employers generally aren't interested in the skills you picked up unless you reach the finish line.

Student Work Based Learning

Job Shadow

- In Person
 - Field trip to local business of interest
 - “Shadow” existing employees to experience what a career actually looks like
 - Gain insight into whether or not a job would be a good fit
 - Q & A
- Virtual
 - 3-4 minute videos that capture a day in the life of a worker in different career fields
 - Learn day to day responsibilities from industry experts
 - Professionals featured in the videos provide advice on educational requirements, needed skills, working conditions, and personal comments about the joys and challenges of the work

Service Learning

- Allows for hands-on learning experience
- Connects classroom learning with community, “real life”
- Teaches life skills and useful talents
- Career development tool

Placement

- Unpaid
 - Vocational exploration, assessment, or training
 - Placement is tied to educational program/IEP
 - Conforms to school calendar
 - Supervised by school staff
- Paid
 - Increase vocational skills and abilities
 - Gain practical work experience for resume development
 - Lead to competitive integrated employment

Adult Transition Program

Saddleback Valley USD



SVUSD

Career Start



- **Trabuco Hills High School**
 - Paid placement in Food Services on campus
- **Summer Waves**
 - Career Start summer work program
 - Student completes application, has interview, accepts position
 - Paid placement at Walgreens in Rancho Santa Margarita
 - Works 4 hours a day 4 days a week for 1 month
 - Participates in job shadowing
- **ATP Esperanza**
 - Travel training (walks to and from job site independently from home)
 - Paid placement at Smart & Final RSM for '23-'24 school year
- **Future Goals**
 - Attend college classes at Saddleback Junior College
 - Apply for direct hire position at Ralph's or Smart & Final





The

HIRING CHAIN

performed by

STING

Connecting with Resources

Community Resources:

- ❑ Local Regional Center Office
<https://www.rcocdd.com/>
- ❑ Local Department of Rehabilitation Offices
<https://www.dor.ca.gov/Home/FindAnOffice>
- ❑ Workability 1/California Department of Ed
<https://www.cde.ca.gov/sp/se/sr/wrkabltyi.asp>
- ❑ Chapman Thompson Policy Institute
<https://www.chapman.edu/education/centers-and-partnerships/thompson-policy-institute/transition-initiative/index.aspx>

School Resources:

- ❑ Reach out to the Adult Transition Program Coordinator in your district
- ❑ Reach out to your HS/MS Case Carrier

School Programs:

- ❑ Workability I Program (HS/MS) - must have an active IEP to participate
- ❑ Transition Partnership Program (TPP) must be 16 years, have a documented disability, have a desire to participate in pre-employment services

NOCE

NORTH ORANGE
CONTINUING EDUCATION



Anaheim
Campus



Cypress Center
**located on
Cypress College's Campus*



Wilshire Center
**next to Fullerton College*

3 Campuses + Distance Education

INCLUSION: 2 BROAD PATHWAYS

Transition To:

- **Higher Education**
 - **Programs and services that support inclusion**
- **Workforce**
 - **Programs and services that support employment**



DSS CLASSES & WISE

Living More Independently

Cooking

Personal Finance

Money/Consumer

Computers

Community Resources

Job Skills

Communication Skills

Relationships/Sexuality

Social Skills

Self-Advocacy



UPDATING CURRICULUM

- CAREER EXPLORATION
 - EARLY CHILDHOOD EDUCATION
 - RETAIL
 - CUSTOMER SERVICE
 - TECHNOLOGY
 - GUEST SERVICES
 - FOOD SERVICE
 - ANIMAL CARE
 - DIGITAL MARKETING



UPDATING CURRICULUM



- **WORK SKILLS**
 - **RELATIONSHIP SAFETY**
 - **SELF-ADVOCACY**
 - **LITERACY**
 - **SOCIAL AND COMMUNICATION SKILLS**
- **SKILLS FOR PROFESSIONALS**
 - **ACADEMIC & VOCATIONAL SUCCESS**
 - **PERSONAL HEALTH & WELLNESS**
 - **PERSONAL FINANCE**
 - **LIVING INDEPENDENTLY**



INCLUSIVE SERVICES – HIGHER EDUCATION

Vocational Certificates

Office Skills Worker

Bookkeeping

Braille Transcribing

Business Information Worker I

Early Childhood Education

Electrical Technology

Funeral Service Assistant

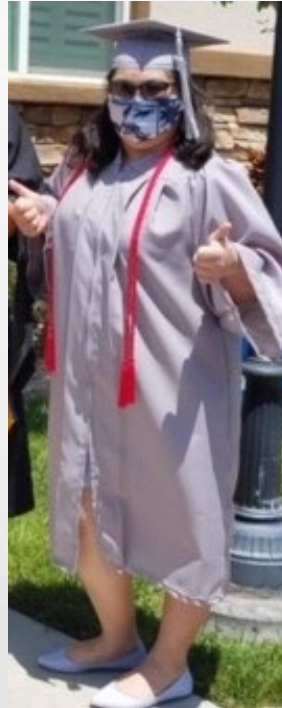
Management

Medical Assistant

Personal Care Aide

Pharmacy Technician

Quality Assurance Management for
Medical Devices



NOCE
NORTH ORANGE
CONTINUING EDUCATION

High School Diploma
Computer Classes

INCLUSIVE SERVICES – HIGHER EDUCATION



**Many options for
students:
Individual classes
Certificates
Degrees**



INCLUSIVE SERVICES – HIGHER EDUCATION

COUNSELING & ACCOMMODATIONS

TRADITIONAL DSS SUPPORTS –
ACCESS, THE LAW, LEVEL FIELD

- COUNSELING, REGISTRATION ASSISTANCE
- VIRTUAL APPOINTMENTS
- TEST-TAKING ACCOMMODATIONS
- SIGN LANGUAGE INTERPRETERS
- ASSISTIVE TECHNOLOGY
- NOTE-TAKING ASSISTANCE
- MATERIALS IN ALTERNATE FORMATS
- ASSESSMENT & EVALUATION



A black and white photograph of two young women sitting at a desk in a classroom, looking at a tablet together. The woman on the left has long dark hair and is wearing a light-colored top. The woman on the right has her hair pulled back and is wearing a dark top. They are both looking intently at the tablet. In the background, there are computer monitors and classroom shelves.

Specialized Counseling

Goal Setting

Navigating college process

1:1 Educational Coaching

Instructional Support Labs

Neurodiversity Labs

Mobility Bus Training

Not Supervision

**INCLUSIVE SERVICES
NON-ADA, TITLE 5**

INCLUSIVE PROGRAMS – HIGHER ED

COLLEGE TO CAREER (C2C)

- COLLABORATION WITH DEPARTMENT OF REHABILITATION
- INCLUSIVE CLASSES & EMPLOYMENT
- 1-3 YEARS OF SUPPORT

INDEPENDENT VOCATIONAL AND EDUCATIONAL SUPPORTS (IVES)

- REGIONAL CENTER
- GOAL OF INCLUSIVE CLASSES

DOR SERVICES COACHING

- NOT ELIGIBLE FOR REGIONAL CENTER
- TAKING CAREER TECH ED CLASSES AT NOCE

MOBILITY BUS TRAINING

- INDIVIDUAL & GROUP OPTIONS FOR BUS TRAINING

ARISE

- NEURODIVERSITY LAB (LATER IN PRESENTATION)





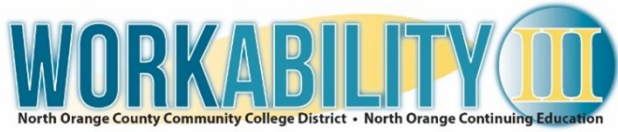
MOBILITY TRAINING



Virtual & In-person
All 3 Campuses
Cypress College Collaboration
Mindfulness & wellness workshops
Sensory Friendly
Safe Space
Social groups
Supporting Neurodiversity
1:1 & Small Groups
Peer Mentoring
Student Leadership



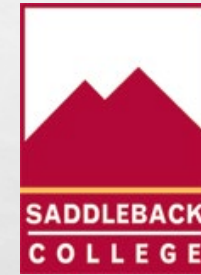
Academics, Relationships, Independence, Self-Advocacy, Emotional Health (ARISE) Lab



**Thompson Policy Institute
on Disability**



REGIONAL CENTER
OF ORANGE COUNTY



Services & Partners Supporting Workforce



**SERVICES
SUPPORTING
WORKFORCE
(GENERALLY)**

Employment Prep

Resumes, job applications

Interview Skills

Job Development

18 years old, ready to start

Department of Rehabilitation

Work independently after services fade

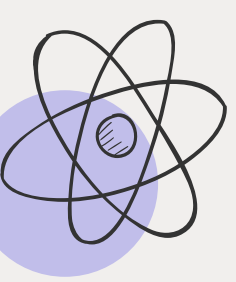
Job coaching, Regional Center Eligible



Programs Supporting Workforce

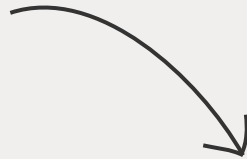
- **Workability III**
- **College to Career**
- **North OC Regional Consortium**
- **Project Search**
- **Workforce Case Management**
- **CA Subminimum Wage to CIE**

[Transition, A Conversation with
Parents; or click here](#)



CSP

California Subminimum
to Competitive
Integrated Employment
Project



North Orange Continuing Education



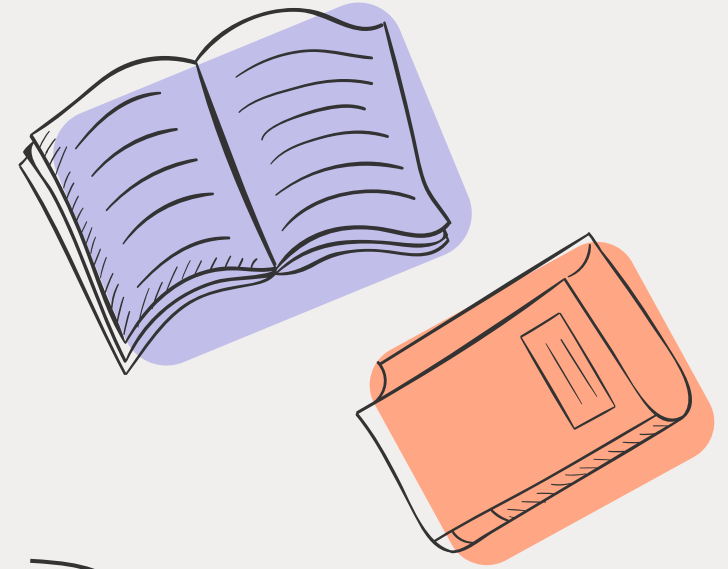


01



Who is

CSPP?



California Subminimum to Competitive Integrated Employment Project







Who is CSP?

CSP is an innovation grant through the Department of Rehabilitation aimed at increasing employment outcomes for adults who are currently in or at risk of being placed in sub minimum wage employment.

NOCE is one of two educational institutions in California providing these services.



DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality



NOCE
NORTH ORANGE
CONTINUING EDUCATION

Who is CSP?



NOCE
NORTH ORANGE
CONTINUING EDUCATION

Lorri Guy, Program Coordinator
Moriah Guajardo, Project Coordinator
Diana Wells, Job Developer
Jonathan Mota-Mireles, Vocational Specialist
Abigail Giron, Vocational Specialist
Sophia Partida, Vocational Specialist
Tracy Heffernan, Instructor
Michelle Altura, Instructor

*Disability Support Services Counseling team

*Instructional assistants/educational coaches



DOR DEPARTMENT of
REHABILITATION
Employment, Independence & Equality

Leslie Baker, Project Director
Mariana Magaña, Counselor



02



What is

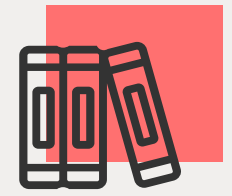
C S P ?

California Subminimum to Competitive Integrated Employment Project



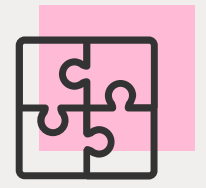


What is **C S P** ?



**E d u c a t i o n a l
S u p p o r t s**

Access to employment
focused curriculum on an
integrated college
campus



**E m p l o y m e n t
S e r v i c e s**

Person centered planning
and employment services
customized to each
participant



**C o m p e t i t i v e ,
I n t e g r a t e d
E m p l o y m e n t**

Integrated jobs in the
community that pay
competitive wages (at
least minimum wage).





What is CSP?

Education



2

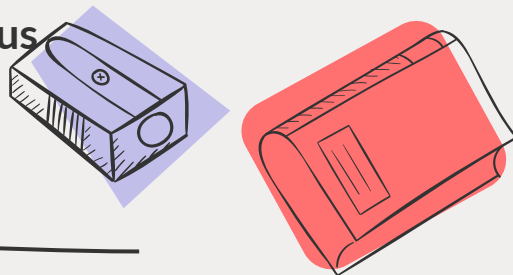
CSP Course Offerings *

- Social Skills
- Job Skills
- Self Advocacy
- Intro to Computers
- Living More Independently

Access to NOCCCD

- Cypress College
- Fullerton College
- North Orange Continuing Education

*Classes currently offered at our Anaheim campus



- Disability Support Services
- High School Diploma Program
- Career Technical Education



What is CSP?

Competitive Integrated Employment



Career exploration

Informational Interviews
Shadowing
Volunteer work



Work Experience

Paid and unpaid work experience
On the Job Training

Paid Work

At least minimum wage, working in your community alongside your peers who do not have disabilities.

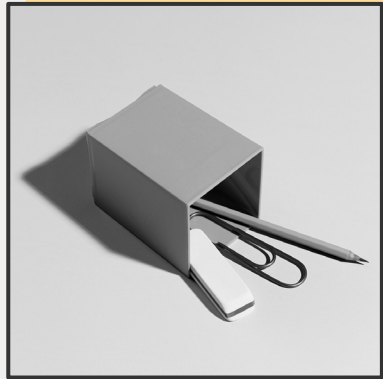


What is CSP?

Employment



3



Employment Preparation

- Skills Assessments
- Mock Interviews
- Appropriate work behaviors

Job Development

- Application Assistance
- Interview Assistance
- Advocacy with employers



Job Placement

- Onboarding
- Orientation
- Training
- Best practices



What is CSP?

Employment



Customized
Employment Services



Discovery

We get to know what the job seeker is good at, what they do well, and their social network. Methodology includes in home visits and discovery activities.



Vocational
Themes

Job seeker's skills, talents & conditions for employment helps to build a plan for customized job development.

Customized
Job
Development

The job developer builds relationships with businesses to learn about needs that meet job seeker's skills and interests.



03



Why

C S P ?



Why should I join the CSP program and who is eligible?

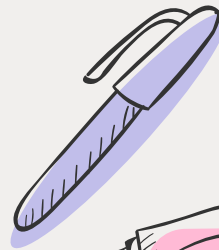




910,000



The number of Americans who earned subminimum wages in 2021.

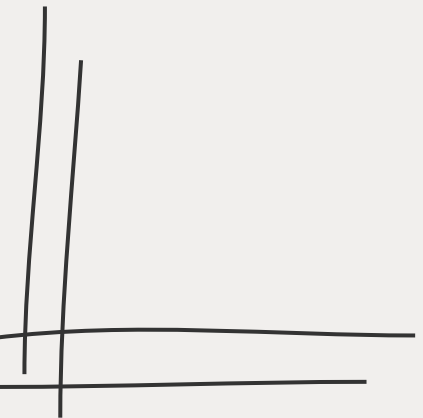


January 1,
2025

The date that subminimum wages will be illegal in CA.

11.3 Million

The number of open jobs in January, 2023.





Why CSP?

Who is eligible?

1

Individuals with the most significant disabilities currently in, or contemplating entering, subminimum wage employment.



2

Consumers of the Department of Rehabilitation and enrolled in NOCE (We can help with both!)

3

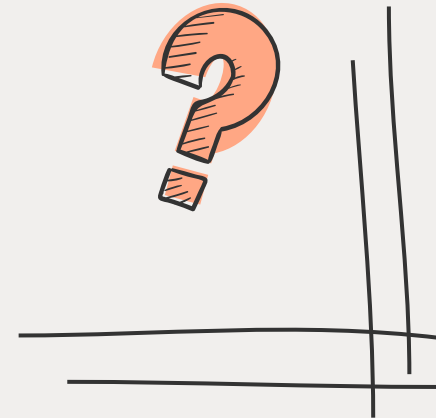
Interested in career exploration and pursuing employment.



CSP How do I join?

We can't wait to work with you!

- **Email us** at CSP@noce.edu and let us know you are interested in the program and your preferred contact method.
- **Call us** at 714) 808-4916 and we will return your call within two (2) business days.
- **Check your messages** as we will be reaching out to schedule your intake appointments.



Post Surveys for all Workshop Participants

Please answer the following surveys...6 questions! In the box in question 1 please put a code so we can match your pre & post survey. The code only needs 4 symbols (letters or numbers) ie., lo54.

Here is the link for the Post-survey

https://chapmanu.co1.qualtrics.com/jfe/form/SV_07LGgLPjFs0B3G6

TINYURL:

<https://tinyurl.com/f9ub2b8k>



ORANGE COUNTY OC ASK THE EXPERTS 2023-24 Zoom Conversations



Directions: Once you register at the specific Chapman Zoom Link below, zoom information will be sent to you. Each Zoom Conversation will consist of a presentation followed by a Q & A opportunity.

	TOPIC	EXPERT & TITLE	ORGANIZATION	AUDIENCE	TIME	DATE
1	Post Secondary Education Opportunities for All	Lorri Guy, Program Coordinator Disability Support Services, NOCE	NOCE	EDUCATORS	3:00 -4:00 PM	10-12-23

Register: https://chapman.zoom.us/meeting/register/tJcvc-GorjluHdCCcL1fN9yA4SfKluUTUya_

2	Competitive Integrated Employment (CIE)	Ray Bueche, Coordinator/Administrator WAI & TPP	SVUSD	ATP STUDENTS	11:30-12:30 PM	11-9-23
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Register: <https://chapman.zoom.us/meeting/register/tJ0sdOChqj4oEtSQ9bUHAS6MUqxZyFIMQjfd>

3	RCOC & DOR Employment Programs	Arturo Cazares, Director of Community Services Trinh van Erp, Team Manager/Staff Services Manager	RCOC & DOR	FAMILIES	12:00-1:00 PM	12-14-23
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Register: https://chapman.zoom.us/meeting/register/tJUpc-qvrzotGt00ONdonCz2CU5Yc_12EJnP

4	Transportation to Work & Education Opportunities	Anita Kwon, Employment & Day Services Manager	RCOC	ALL	3:00 -4:00 PM	1-11-24
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Register: <https://chapman.zoom.us/meeting/register/tJApcuCgpzgjH9Zdrh5TKS07du0aROdtEZ1k>

5	Benefits Planning & Management Support	Scarlett von Thenen, Advocate & Office Manager Vanessa Frutas, Work Incentives Planner	SCDD & DOR	FAMILIES	12:00-1:00 PM	2-8-24
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Register: <https://chapman.zoom.us/meeting/register/tJMtcOqopzMuE9aznkwtmGGpWFKkm9mENSvU>

6	Transition Planning Resources & Services	Arturo Cazares, Director Community Services Trinh van Erp, Team Manager/Staff Services Manager Linda ONeal, Transition Specialist	RCOC, DOR & CUTPI	EDUCATORS	3:00 -4:00 PM	3-14-24
Register: https://chapman.zoom.us/meeting/register/tJwqcO2hrDMjE9HEYwGBLY5WzDenBzagf8nJ						
7	Participating in Transition Planning Meetings	Anita Kwon, Employment & Day Services Manager Trinh van Erp, Team Manager/Staff Services Manager Richard Rosenberg, Transition Consultant	RCOC, DOR & CUTPI	ATP STUDENTS	11:30- 12:30 PM	4-11-24
Register: https://chapman.zoom.us/meeting/register/tJAqduirrij8iH9yYRvCqTCD2oefwyWuENLGv						
8	California Competitive Integrated Employment Project (CSP)	Lorri Guy, Workforce Program Coordinator Leslie Baker, Project Director Moriah Guajardo, NOCE CSP Coordinator Mariana Magana, DOR CSP Counselor	NOCE & DOR	ALL	3:00 -4:00 PM	5-9-24
Register: https://chapman.zoom.us/meeting/register/tJwude-ugjsiHtGZ1yXsNowNhxb-cdlzhyy1						
9	Social Skills Development & Toastmasters	Judi Uttal, Orange County Aspergers Support Group, President	OCASG	ALL	3:00 -4:00 PM	6-13-24
Register: https://chapman.zoom.us/meeting/register/tJwoc-qgqjgoGt2wMz1bbUEwM-AkRbII4uRj						



Thank You for your participation tonight!!

For more information about upcoming OCAE Zoom Conversations & transition workshops, please contact...

- ❖ Anita Kwon, RCOC
akwon@rcocdd.com
- ❖ Carlos Fonseca, RCOC
cfonseca@rcocdd.com
- ❖ Lily Cornyn, RCOC
acazares@rcocdd.com
- ❖ Linda O'Neal, CU TPI & RCOC
linda_oneal@cox.net