

**HIGH SCHOOL AND BEYOND:
UPDATES ON POLICY CHANGES
IMPACTING PRACTICES**

CAPTAIN Summit
December 6, 2016


Janis White, Ed.D., Regional Center of Orange County

Outcomes for Today's Session

- 1. Knowledge of new policies and regulations affecting schools and transition age youth**
- 2. Renewed focus on the capabilities of each person**
- 3. Underscore the Importance of Interagency Collaboration to address policy changes**
- 4. Identify the key stakeholders in your area**
- 5. Review collaborative pilot documents between Department of Rehabilitation, Regional Center of Orange County, and School Districts that affect progress**

**NEW POLICIES AND
REGULATIONS AFFECTING
SCHOOLS AND
TRANSITION AGE YOUTH**

Transition... Continuous Change and Adaptation ... next steps



WIOA PRE-ETS & SEC. 511
14-C PROVISIONS
EMPLOYMENT FIRST
ABX2-1
SELF-DETERMINATION

ABLE ACT
PSE-AB104
CA BLUE PRINT
HCBS-MEDICAID

INDEPENDENCE



*New legislation / regulations / initiatives...
collaboration between the various stakeholders is essential ...*

Employment First

... **The full inclusion of people with the most significant disabilities in the workplace and community (with community-based, integrated employment as the first option ...**

Integrated competitive employment refers to jobs held by people with disabilities in typical workplace settings where the majority of persons employed are not persons with disabilities, they earn at least minimum wage and they are paid directly by the employer. (October 9, 2013)

<http://www.dol.gov/odep/topics/EmploymentFirst.htm>

AB X 2-1 (Thurmond, 2016)

- **Reduce disparities in provision of service to underserved populations (\$11 mil)**
- **Increased rates for Supported/Independent living, respite, transportation, direct care staff**
- **Competitive Integrated Employment Incentive Money**
- **Paid Internship programs**

CA GOV DOR DEPARTMENT of REHABILITATION
 Employment, Independence & Equality
 FOR CONSUMERS FOR PROVIDERS FOR EMPLOYERS ABOUT US FIND US

Home | Public | CIE-MOU

California Competitive Integrated Employment (CIE):
 Blueprint for Change

CHHS California Health & Human Services Agency
 DOR DEPARTMENT of REHABILITATION
 BDS Department of Developmental Services

<http://www.rehab.cahwnet.gov/Public/CIE-MOU.html>

**FEDERAL ADVISORY
 COMMITTEE ON INCREASING
 COMPETITIVE INTEGRATED
 EMPLOYMENT FOR INDIVIDUALS
 WITH DISABILITIES**

September 2014-2016

The Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (the "Committee") was established under Section 461 of the Workforce Innovation and Opportunity Act (WIOA) signed into law on July 22, 2014, to advise the Secretary of Labor and Congress on:

- Ways to increase employment participation of individuals with intellectual or developmental disabilities (I/DD) and other individuals with significant disabilities through opportunities for competitive integrated employment (CIE);
- The use of the certificate program carried out under Section 14(c) of the Fair Labor Standards Act (FLSA) for employing individuals with I/DD and other individuals with significant disabilities, including ways to improve oversight of such certificates.

Competitive Integrated Employment Definition

Work performed on a full or part-time basis (including self-employment) for which an individual is:

- 1. Compensated at not less than federal minimum wage requirements or state or local minimum wage law (whichever is higher) and not less than the customary rate paid by the employer for the same or similar work performed by other individuals without disabilities;
- 2. At a location where the employee interacts with other persons who do not have disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who do not have disabilities and who are in comparable positions interact with other persons; and
- 3. Presented, as appropriate, with opportunities for advancement that are similar to those offered other employees who are not individuals with disabilities and who have similar positions.



Achieving a Better Life Experience (ABLE Act)

Division B of Public Law 113-295
December 19, 2014

www.ablenrc.org

AB 104 Adult Education Block Grant: Community Colleges and Adult Education Programming

- The Chancellor of the California Community Colleges and the Superintendent of Public Instruction (CDE) shall administer the Adult Education Block Grant to
 - identify and understand the educational needs of adults
 - support the effective provision of services to address those needs in all regions of the state.
- This is an extension of AB 86 to transition from planning to implementation.

Home and Community Based Services and New Rules

- On March 17, 2014, the Center for Medicare and Medicaid Services (CMS) new rules became effective that will fundamentally transform residential and day services through Medicaid as part of the Home and Community Based Services (HCBS).
- All states have until March 17, 2019, to implement these new requirements or they will not receive federal funding.

What are Home and Community Based Services?

- HCBS are long-term services & supports provided in home and community-based settings, as recognized under the federal Medicaid (Medi-Cal) Program.
- Home and community-based settings are places where individuals with disabilities live and spend their days. The new rules explain what these settings should be like.

A Change of Mindset

Moving away from what settings 'are not' (location, geography or physical characteristics) and moving toward defining settings by nature and quality of individuals experience.

1. Person centered
2. Where a person lives
3. Where a person works



Settings

- Integrated and supports full access to the greater community
- Selected by individual from among setting options



Settings

- Ensures individual rights of privacy, dignity and respect, and freedom from coercion and restraint
- Optimizes autonomy and independence in making life choices



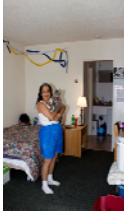
Settings

- Facilitates choice regarding services and who provides them



Home Settings: Where a Person Lives

- Group Homes (Community based setting)
 - Home-like settings developed for the Individual
 - Self directed Services
- Living on your own with supports



Community Settings: Where a Person Works



- **Competitive integrated employment is the first option**
- **On-Site Assessment to prepare providers**
- **Services provided in broader community**



- **Daily activities that are based on participants' needs and preferences**
- **Opportunities to form natural relationships**

Legislation supports Employment First as a First Option

- **Federal and State support for Integrated Employment and community services**
- **Effective tools and strategies**
 - **Emphasis on work-based experiences/transition/partnerships**
 - **Community-based programming and systematic instruction**
 - **Customized Employment methods**
- **Individual and family demand for integrated employment services**
- **Employment First initiatives and CMS regulations—the push is for integration and inclusion**

Employment Rates in California

In California **13%** of working age adults with intellectual developmental disabilities get a paycheck. Their average earnings are \$5,818 a year.

CA Department of Developmental Services, 2013

Challenges and Opportunities of New Regulations

Opportunities

1. Increases integration where a person lives and plays
2. Increases opportunities for competitive integrated employment
3. Optimizes independence through expanded self-advocacy and freedom of choice

Challenges

- Family members requesting segregated environment feeling it is safer
- Training for providers (appropriate integrated activities, including CIE)
- Transportation barriers for persons who are non-ambulatory
- Training for families regarding managing earned wages and Social Security benefits

FOCUS ON THE INDIVIDUAL

Person Centered Planning Process

- “Service planning for participants in Medicaid HCBS programs must be developed through a person-centered planning process that addresses health and long-term services and support needs in a manner that reflects individual goals and preferences” (Mary Beth Lepkowsky, TCRC).



What People Want in Life

- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom & Independence
- Meaningful lives



Sara Murphy
TransCen Inc./Worklink

Building *Meaningful* Lives

- Exploration and discovery
 - Verify interests & skills
 - Encourage the idea of work
- Strengthen employability skills
 - Motivation, work ethic, hard & soft skills
- Build community & address non-work needs
 - Connect to friends and neighborhood
 - Augment part-time work hours

Sara Murphy, TransCen Inc./Worklink

Community-based Support Services



- Explore interests
- Develop social and professional networks
- Gain independence, self-confidence
- Learn hard/soft skills
- As natural supports are developed, program services fade

Sara Murphy, TransCen Inc./Worklink

Building Skills and Adding Value

Volunteering



Sara Murphy, TransCen Inc./Worklink

What do people need to learn?



Sara Murphy, TransCen Inc./Worklink

Skills to Teach- Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating from A to B
- Vocational skills

Sara Murphy, TransCen Inc./Worklink

“85% of employers surveyed said “soft skills”, not technical skills, are the critical factor in job success”

Stanford Research Institute

Soft Skills and Performance Issues

- Generalizing skills
- Managing time & prioritizing responsibilities
- Making judgments
- Taking initiative, able to work independently
- Solving problems
- Communicating & interacting
 - Manners/sharing/caring about others
- Focus, concentration and/or physical stamina
- Speed and/or Quality
- Work ethic and motivation (attitude)
- *Sara Murphy, TransCen Inc./Worklink*

IMPORTANCE OF INTERAGENCY COLLABORATION TO ACHIEVE CHANGE



Organizations cannot afford to provide all services needed by clients

Partnerships are Essential

- Increases your organizations ability to access funding and/or services
- Helps to eliminate duplication of services
- Provides an opportunity for you to become familiar with the organizational priorities and requirements of partner agencies
- Promotes an improved service delivery system in your community

Collaboration helps to promote comprehensive services for students/clients/consumers


Best Practices:

Parent / Family & Interagency Collaboration

- Partner with agencies in advance of IEP / ITP meetings – with student & parent permission.
- Form local / regional Community of Practice or partnership groups to address transition.
- Develop and nurture relationships with formal program partners in your communities (Regional Center / Dept. of Rehabilitation).
- Create community resource maps and information for students and parents to navigate transition.
- Communicate with Transition partners to learn what students need to know and to be ready for the next environment.

OC Interagency Collaboration Efforts
Transition Partnership Programs

WorkAbility I		Ca Innovations
OCEAN	Employment & Career Development Programming	C2C
OCATTF		CECY
OC BAC		WIOA DOR
UCITIW		CTE Partnership
CaPROMISE		Project Search
PSE AB104		Workability III
DDS ABx2-1		CA Interagency Council
Thompson Policy Institute Transition Initiative		Employment CAC
DOR Employment Services Committee		




Collaborative Teams	➤ Employment Community Advisory Committee
	➤ Orange County Adult Transition Task Force
	➤ OC Employment Services Meetings
Local Regional State	➤ Chapman University, Thompson Policy Institute, Regional Business Advisory Committee
	➤ California Interagency Council
	➤ California Employment Consortium for Youth (CECY)

Collaboration Strategies	Local Interagency Teams
	➤ Outcome Focused
	➤ Identify, Create and Maintain Services & Supports
	➤ Flexible in Including New Team Members
	➤ Multi-agency service delivery system


COLLABORATIVE PILOT DOCUMENTS THAT AFFECT PRACTICE

OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART		Preparing Youth & Adults with Moderate to Severe Disabilities for Competitive Integrated Employment	
REGIONAL CENTER OF GRANDE COUNTY		DEPARTMENT OF REHABILITATION <small>Division: Vocational Support</small>	
Participant Name:		LEA/School District/Agency:	
Evaluator:		Date:	
<p>Competitive Integrated Employment (CIE): Preparing youth and adults for OE 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>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.</p> <p>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.</p>			

WORKPLACE	SCHOOL	COMMUNITY	HOME
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: <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: <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: <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 (standard job duty list)	Date: <input type="checkbox"/> Follows daily schedule <input type="checkbox"/> Follows assignment list	Date: <input type="checkbox"/> Follows expectations of person, team or group membership	Date: <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: <input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> Word <input type="checkbox"/> Picture <input type="checkbox"/> Word + picture	Date: <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: <input type="checkbox"/> Uses a visual schedule <input type="checkbox"/> Word <input type="checkbox"/> Picture <input type="checkbox"/> Word + picture
<input type="checkbox"/> Follows all work site rules <input type="checkbox"/> Follows expected behaviors in assigned department, as specified by manager/supervisor	Date: <input type="checkbox"/> Follows classroom rules (individual and group) <input type="checkbox"/> Follows campus rules <input type="checkbox"/> Responds appropriately when a rule is broken: <input type="checkbox"/> When confronted about rule violation,	Date: <input type="checkbox"/> Follows rules while in community-based integrated work training location <input type="checkbox"/> Follows rules in all community settings: <input type="checkbox"/> meal <input type="checkbox"/> recreation	Date: <input type="checkbox"/> Follows household rules <input type="checkbox"/> Responds appropriately when a house rule is broken: <input type="checkbox"/> When confronted about rule violation, responds


 **Gillman Project Search Children's Hospital Orange County**

Person-Centered Planning and Interagency Collaboration builds hope, self-confidence and trust ... ultimately yields quality outcomes in Adult life!






Competitive Integrated Employment & Work-Based Learning

- Young Adults with IDD
- Family
- CHOC Staff
- Gillman Family Trust
- Regional Center of Orange County
- Integrated Resources Institute
- Santiago Canyon College
- UCI Technology in the Workplace Program
- Department of Rehabilitation
- Transportation Options



Happy Co-Workers



ORANGE COUNTY ADULT TRANSITION TASK FORCE

Chaired by: Kurt Kosbab
 Huntington Beach Union High School District, Vocational Specialist & WorkAbility I Coordinator

<p align="center">Orange County Adult Transition Task Force - OCATTF Meeting: 09/09/2016 #109 - Creakida Legacy</p> <p>Education Subcommittee: 9:30 - 10:30</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Welcome & Introductions 2. Purpose & Outcomes for 2016 - 2017 - Discussion 3. Review of Proposed Dates for 2016 - 2017 - Calendar Discussion 4. Meeting Notification Process for OC districts - RCOOC (Review / Discussion) 5. DoR / RCOOC (Rehabilitation Rules/Regs) - School Districts - Review of Pilot Docs 6. CoPROGRESS Update 7. WorkAbility Updates - Discussion 8. Transition Partnership Updates (TPP) - Discussion 9. Other Topics for November 2016 Meeting 	<p align="center">Orange County Adult Transition Force - OCATTF Meeting: 09/09/2016 #109 - Creakida Legacy</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Welcome & Introductions 2. Purpose & Outcomes for 2016 - 2017 - Discussion 3. Review of Proposed Dates for 2016 - 2017 - Calendar Discussion 4. DoR / RCOOC (Rehabilitation Rules/Regs) - School Districts - Review of Pilot Docs 5. Table Talk Topics - Rotations (10 Minutes Per Table) <ol style="list-style-type: none"> i. Employment First Initiative ii. Job Development - Work Based Learning Opportunities iii. DOR - Notice of Public Hearing Feedback / Workforce Innovation Opportunities Act (WIOA) Workforce Investment Act (WIA) - revised iv. Transportation Needs - OCFL ACCESS Program Provided, etc. v. Best Practices for Collaborative Process between Key Stakeholders 6. Agency Announcements / Sharing
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OC EMPLOYMENT SERVICES MEETING

Chaired by: **Trinh van Erp**
Department of Rehabilitation, Anaheim District, Staff Services Mgr. / Team Manager

<p align="center">ORANGE COUNTY EMPLOYMENT SKILLS DEVELOPMENT CHART</p> <p>Agenda Item: DoR/OCFL ACCESS (Rehabilitation Rules/Regs) - School Districts - Review of Pilot Docs</p> <p>SCORING: 1=Not Met/Needs, 2=Met/Needs, 3=Met/Progress, 4=Met/Strong, 5=Independent</p> <p>Follows Directions</p> <ul style="list-style-type: none"> • Verbal - 1 Step (1), 2 Steps (2), 3 Steps (3), 4 Steps (4), 5 Steps (5) • Written/Behavioral - 1 Step (1), 2 Steps (2), 3 Steps (3) • Visual Schedule - 1 Step (1), 2 Steps (2), 3 Steps (3), 4 Steps (4), 5 Steps (5) • Follows all work instructions • Follows required behaviors in assigned department, as specified by manager/supervisor • Follows all workplace emergency safety protocols <p>Notes: Total: ___/50___/N</p> <p>Dress/Hygiene</p> <ul style="list-style-type: none"> • Follows appropriate work place setting (uniform or professional dress) • Appropriately Hygiene - Shower and Grooming (1), Clean work (1), No body odor (1) Meet or as needed (2) <p>Notes: Total: ___/50___/N</p> <p>Time Management and Employer Expectations</p> <ul style="list-style-type: none"> • Arrives to work on time • Follows work schedule taking appropriate amount of time for breaks and lunch • Completes work on time • Requests time off using established protocol and with at least two weeks' notice • Maintains excellent attendance/leave tracked data base, as needed <p>Notes: Total: ___/50___/N</p> <p>Work Tasks (specific to work training duties/job description)</p> <ul style="list-style-type: none"> • Completes all job duties as specified in job description • Completes tasks with 100% accuracy as defined by employer • Works as part of a team • An individual who assists in the workplace process • Maintains conduct that acts in appropriate manner • Requests additional work when assigned tasks have been completed <p>Notes: Total: ___/50___/N</p>	<p>Productivity/Quality of Work</p> <ul style="list-style-type: none"> • Completes assigned tasks within time frame specified by employer • Works at appropriate rate • Work completion meets quality standards as defined by employer • Requests accommodations when needed <p>Notes: Total: ___/50___/N</p> <p>Communication and Socializations with Supervisor and Co-workers</p> <ul style="list-style-type: none"> • Responds constructively to supervisor - support staff (1) supervisors (2) • Demonstrates a good attitude at all times • Responds respectfully to support staff (1) co-workers (2) supervisors (2) customers, when present (2) • Areas of work related to work • Own work related to training, opportunities • Own initiative/entrepreneurship • Appropriately participates in conversations • Follows staff change rules for breaks and lunch • Follows chain of command with appropriate responses • Shows enthusiasm for the job by taking initiative and showing commitment to the company <p>Notes: Total: ___/50___/N</p> <p>Utilizing Workplace Natural Supports and/or Job Coaching</p> <ul style="list-style-type: none"> • Requests help from supervisor/co-workers, as appropriate • Willingly request for help at appropriate time • Does appropriate when asked when job duties are complete • Follows job coach A/R as number instructions <p>Notes: Total: ___/50___/N</p> <p>Mobility/Community Safety/Transportation Options</p> <ul style="list-style-type: none"> • Own public transportation, given transit or provided bus to transportation for job/work training site • Follows all safety protocols needed to get to job/work training site <p>Notes: Total: ___/50___/N</p> <p>ACCOMMODATION NEEDS:</p> <p align="center">Special Issue: ___/50___/N</p>
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Regional Center/DOR/Adult Program Employment Rating Referral Summary Chart	
Participant Name: _____ Phone Number: _____	
S.S.# XXX-XX-XXXX (last 4 digits only) DOR Counselor: _____ DOB: _____ Age: _____ Projected Exit Date: _____	
School: _____ School District: _____ UCI RCOE #: _____	
Staff: _____ Phone #: _____ Regional Center Service Coordinator: _____	
WORKPLACE EVALUATION TOOL PERFORMANCE LEVELS	
Employment Skills Development Score	Score Description
Follows Directions	1 Does not perform at this time, even with assistance
Dress/Hygiene	2 Physical assistance needed
Time Management & Employer Expectations	3 Direct prompts/reminders needed
Work Tasks	4 Indirect prompts needed, works well with job coach
Productivity/Quality of Work	5 Independence in performing the tasks (No job coach support needed)
Communication & Socialization	Recommendations:
Utilizing Workplace Natural Supports	<input type="checkbox"/> #1 Competitive Integrated Employment (CIE) Individual Placement
Mobility/Community Safety/Transportation	<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
Notes:	
Total Hours: #1 (24 hrs) #2 (30 hrs) #3 (30 hrs) #4 (30 hrs) #5 (30 hrs) <input type="checkbox"/> Employer Paid	
Current Work/Training Site: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Job Title: _____ Hours/Week: _____	
Work Coasting: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Work Training Job Duties: _____	
**Please see attached resume for a work experience summary. OCWBL #6 7-18-16	

Orange County Regional Center & Department of Rehabilitation Transition to Adult Work Training & Competitive Integrated Employment Services Timeline						
Directions: Use this action time line to promote identification of appropriate adult programming for students/Regional Center of Orange County (RCC) 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 districts 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	RCC	DOR	CONSUMER	RECOMMENDED TIMELINE
1	Pre-Employment Transition activities are provided prior to exit from school, see OCWBL #1	X	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	X	X	X	1 year before exit
4	LEA Rep secures most recent OCWBL #3 & sends to RCC Service Coordinator (SC)	X	X	X	X	1 year before exit
5	LEA Rep secures signed Release of Information Form from Adult/Parents for RCC	X	X	X	X	1 year before exit
6	LEA Rep returns documents listed above to RCC-SC (e-mail/mail) & or Arturo Casares	X	X	X	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	RCC SC meets with Adult Resource Group	X	X	X	X	6-12 months before exit
9	LEA Rep secures signed Release of Information Form from Adult/Family for DOR, if needed	X	X	X	X	Prior to DOR application
10	RCC SC will send OCWBL #3 to DOR (Trin Van Esp) when 26+ points or more	X	X	X	X	6 months before exit
11	RCC SC & DOR Counselor discuss programming options with input from the consumer	X	X	X	X	6 months before exit
12	RCC sends Referral Form(s) to Identified Adult Agencies	X	X	X	X	6-12 months before exit
13	After talking with the RCC SC, the Consumer & Family visit potential Adult Agencies	X	X	X	X	6-12 months before exit
14	Consumer/Family contact RCC SC to identify preferred Adult Agency	X	X	X	X	6-12 months before exit
15	RCC SC contacts adult Agency to verify funding for employment services for consumer	X	X	X	X	3-6 months before exit
16	Notify consumer, parent, LEA Representative of selected program placements	X	X	X	X	2-6 months before exit
17	Client applies for DOR Services if not already a DOR Client, if recommended by RCC SC	X	X	X	X	6 months before exit
18	DOR determines eligibility and completes Individual Plan for Employment	X	X	X	X	Prior to exit
19	Enroll in Post-Secondary Education work training classes/programs, as appropriate	X	X	X	X	6 months before exit
20	Adult secures SOP from LEA to share with Adult Service Agencies & PSE	X	X	X	X	upon school exit
Follow ups 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.						
OC WBL #6 7-18-16						

Collaboration Strategies: Regional Interagency Teams

- ➔ Opportunities to bring youth and adult programming together
- ➔ Enhanced opportunities for corporate business partnerships
- ➔ Strategic employment, job retention and career advancement efforts, focused on youth & adults with a wide range of disabilities
- ➔ Include all representatives on your teams, including parents



CHAPMAN UNIVERSITY
THOMPSON POLICY INSTITUTE

- Chapman University Thompson Policy Institute
- Regional Business Advisory Committee

Collaboration Strategies: State Interagency Teams

- **Interagency Agreements Focused on Cooperative Efforts**
- **Identification & Improvement in Systems Issues**
- **Enhanced Funding Streams**
- **Data Collection & Evaluation**
- **Technical Assistance**

In Summary

- There are new policies and regulations which affect schools and transition age youth.
- It is important to keep the focus on the individual and his/her strengths and abilities.
- Do not underestimate the importance of interagency collaboration to address policy changes
- Identify the key stakeholders in your area
- Collaborative pilot documents between Department of Rehabilitation, Regional Center of Orange County, School Districts, and parents may be useful in guiding and measuring progress in your own areas.

“The greatest danger may not be that our aim is too high and we miss it, but rather that it is too low and we reach it.”

- Michelangelo

QUESTIONS



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For More Information, Contact:

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714-796-5256
