

Community Partners Working Together Equals... Employment Results

12-8-16 & 12-9-16

Bridge to the Future III

Secondary Transition Institute

Presenters

- ✘ **Arturo Cazares**, Regional Center of Orange County, Employment and Day Services Manager.
- ✘ **Kurt Kosbab**, Huntington Beach Union High School District, Vocational Specialist & WorkAbility I Coordinator
- ✘ **Linda O'Neal**, Regional Center of Orange County/Consultant & San Diego State University, Interwork Institute/Program Specialist
- ✘ **Trinh van Erp**, Department of Rehabilitation, Anaheim District, Staff Services Mgr. I/ Team Manager

***AGENDA &
OUTCOMES
for
TODAY'S
SESSION***

- ✦ **Examples of Interagency Collaboration in the Greater Orange County service area**
- ✦ **Helping to Identify the key stakeholders in your area**
- ✦ **Review of 'Pilot' Documents between DOR, Regional Center of OC, & OC School Districts to facilitate the DOR / RCOC referral process**
- ✦ **Questions & Comments ...**



Organizations cannot afford to provide all services needed by clients

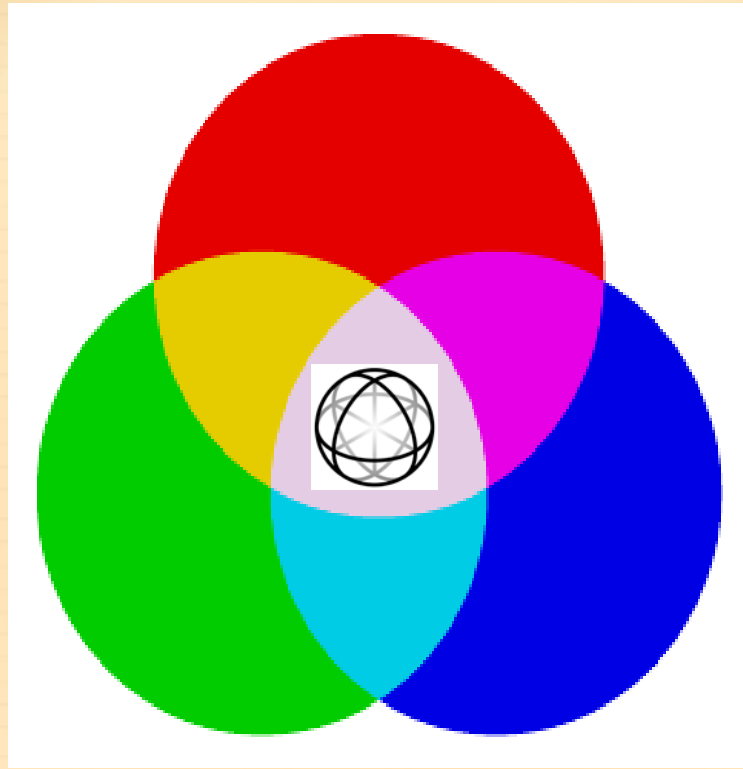
- Increases your organizations ability to access funding and/or services
- Helps to eliminate duplication of services
- Provides an opportunity for you to become familiar with the organizational priorities and requirements of partner agencies
- Promotes an improved service delivery system in your community

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

Partnerships
are Essential

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 ...

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 / Neighborhood Concepts

OCEAN

OCATTF

OC BAC

UCI TWI

CaPROMISE

CECY

PSE AB104

DDS ABx2-1

Employment CAC

Thompson Policy Institute Transition Initiative

DOR Employment Services Committee

Employment & Career Development Programming



Ca Innovations

C2C

CECY

We Can Work

WIOA DOR

WIOA AJC

CTE Partnership

Project Search

Workability III

Collaborative Teams

Local
Regional
State

- ✗ **Employment Community Advisory Committee**
- ✗ **Orange County Adult Transition Task Force**
- ✗ **OC Employment Services Meetings**
- ✗ **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

Employment Community Advisory Committee

Arturo Cazares

Regional Center of Orange County, Employment and Day Services Manager



OC PRE-EMPLOYMENT SKILLS DEVELOPMENT CHART

Preparing Youth & Adults with Moderate to Severe Disabilities for
Competitive Integrated Employment



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

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.

WORKPLACE	SCHOOL	COMMUNITY	HOME
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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"/> retail <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

ORANGE COUNTY/CALIFORNIA COMPETITIVE INTEGRATED EMPLOYMENT (CIE) RESOURCES, SERVICES & FUNDING (Training, Securing & Retaining CIE)

The specifics indicated in this chart are intended to support youth and young adults with a wide range of disabilities, including those with the most significant disabilities. Eligibility requirements apply to all and some services are time limited.

AGENCIES, PROGRAMS & FUNDING SOURCES	AGE	Career Exploration	Case Management	Job Development	Job Coaching	Travel Training	Employment Preparation	Job Search	Occupational Skills Training	Career Development/ PSE Planning	Internships Paid/ Non-Paid)	Employment
LOCAL EDUCATION AGENCIES (LEAs)	16-22											
• Workability I/CDE		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
• Transition Partnership/DOR		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
• Career Technical Education/CDE		✓							✓	✓	✓	✓
• Career Pathways		✓		✓			✓		✓	✓	✓	✓
• IDEA/IEP		✓					✓	✓		✓		
• Adult Transition Program		✓	✓			✓	✓				✓	✓
REGIONAL CENTER & ADULT AGENCIES	18+											
• Employment First		✓	✓	✓	✓	✓	✓	✓			✓	✓
• ABx2-1							✓	✓			✓	✓
• College to Career (C2C)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
DEPARTMENT OF REHABILITATION (DOR)	16+											
• WIOA Pre-Employment Transition Services	16-22	✓					✓			✓	✓	✓
• Employment Services		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• College to Career (C2C)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
• Workability III			✓	✓			✓	✓			✓	✓
• Workability IV			✓	✓			✓	✓			✓	✓

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



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

Gillman Project Search Children's Hospital Orange County



C.I.E 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

Kurt Kosbab

Huntington Beach Union High School District, Vocational Specialist & WorkAbility I Coordinator

Orange County Adult Transition Task Force - OCATTF

Meeting - 09/08/2016
IUSD - Creekside Legacy

Education Subcommittee: 9:30 - 10:30

Agenda:

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 - RCOC (Review / Discussion)
5. DoR / RCOC (Habilitation Referrals) / School Districts - Review of 'Pilot' Docs
6. CaPROMISE Update -
7. WorkAbility I Updates - Discussion
8. Transition Partnership Updates (TPP) - Discussion
9. Other / Topics for November 2016 Meeting

Orange County Adult Transition Force - OCATTF

Meeting - 09/08/2016
IUSD - Creekside Legacy

Agenda:

1. Welcome & Introductions
2. Purpose & Outcomes for 2016 / 2017 - Discussion
3. Review of Proposed Dates for 2016 / 2017 - Calendar Discussion
4. DoR / RCOC (Habilitation Referrals) / School Districts - Review of 'Pilot' Docs
5. Table Talk Topics - Rotations (10 Minutes Per Table)
 - 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 - OCTA, ACCESS, Program Provided, etc.
 - v. Best Practices for Collaborative Process between Key Stakeholders
6. Agency Announcements / Sharing

OC Employment Services Meeting

Trinh van Erp

Department of Rehabilitation, Anaheim District, Staff Services Mgr. I/ Team Manager



ORANGE COUNTY EMPLOYMENT SKILLS DEVELOPMENT CHART



Directions: This form is used for on-campus or community-based work training evaluation.

Please check one: On-Campus Community-Based Work Training

Participant: _____ **Site:** _____

Evaluator: _____ **Date:** _____

SCORING: (1) Does Not Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent

Follows Directions

- Verbal 1 Step 2 Steps 3 Steps 4 Steps 5 Steps+
- Written Statement (Standard job duty list)
- Visual Schedule Word Picture Word + Picture
- Follows all work site rules
- Follows expected behaviors in assigned department, as specified by manager/supervisor
- Follows all workplace emergency safety protocols

Notes: _____ **Total: __ /30= ____ %**

Dress/Hygiene

- Dresses appropriately to work place setting (uniform or professional dress)
- Appropriate hygiene Clean and styled hair Clean teeth No body odor Make-up, as needed

Notes: _____ **Total: __ /10= ____ %**

Time Management and Employer Expectations

- Arrives to work on time
- Follows work schedule taking appropriate amount of time for breaks and lunch
- Leaves work on time
- Requests time off using established protocol and with at least two weeks' notice
- Maintains excellent attendance/uses limited sick time, as needed

Notes: _____ **Total: __ /25= ____ %**

Work Tasks (specific to work training duties/job description)

- Completes all job duties as identified in job description
- Completes tasks with 100% accuracy as defined by employer
- Works as part of a team
- As problems arise, assists in the solution process
- Handles conflicts, that arise, in an appropriate manner
- Requests additional work when assigned tasks have been completed

Notes: _____ **Total: __ /30= ____ %**

Productivity/Quality of Work

- Completes assigned tasks within time frame expected by employer
- Works at appropriate rate
- Work completed meets quality standards as defined by employer
- Requests accommodations when needed

Notes: _____ **Total: __ /20= ____ %**

Communication and Socializations with Supervisor and Co-workers

- Greets co-workers as appropriate support staff co-workers supervisors
- Demonstrates a good attitude at all times
- Speaks respectfully to support staff co-workers supervisors customers, where present
- Aware of and follows social boundaries
- Uses work related technology appropriately
- Uses restroom appropriately
- Appropriately participates in conversations
- Follows staff lounge rules for breaks and lunch
- Follows chain of command with questions or concerns
- Shows enthusiasm for the job by taking initiative and showing commitment to the company

Notes: _____ **Total: __ /50= ____ %**

Utilizing Workplace Natural Supports and/or Job Coaching

- Requests help from supervisor/co-workers, as appropriate
- Initiates request for help at appropriate time
- Keep supervisor informed when job duties are complete
- Follows job coach &/or co-worker instructions

Notes: _____ **Total: __ /20= ____ %**

Mobility/Community Safety/Transportation Options

- Uses public transportation, para-transit or provides own transportation to get to job/work training site
- Follows all safety precautions needed to get to job/work training site

Notes: _____ **Total: __ /10= ____ %**

ACCOMMODATION NEEDS:

Overall Total: __/195= ____ %



Regional Center/DOR/Adult Program Employment Rating Referral Summary Chart



Participant Name:		Parent Name:		Phone Number:	
S.S.#: XXX-XX-____ (Last 4 digits only)	DOR Counselor:		DOB:	Age:	Projected Exit Date:
School:	School District:			UCI RCOC #:	
Staff:	Phone #:	Regional Center Service Coordinator:			

WORKPLACE EVALUATION TOOL PERFORMANCE LEVELS

Employment Skills Development Score	1	2	3	4	5	Score Description
Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 Does not perform at this time, even with assistance
Dress/Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 Physical assistance needed
Time Management & Employer Expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 Direct prompts/reminders needed
Work Tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 Indirect prompts needed, works well with job coach
Productivity/Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 Independence in performing the tasks (No job coach support needed)
Communication & Socialization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommendations: <input type="checkbox"/> #1 Competitive Integrated Employment (CIE) Individual Placement <input type="checkbox"/> #2 Supported Employment Individual Placement in Integrated Setting <input type="checkbox"/> #3 Supported Employment Group in Integrated Setting <input type="checkbox"/> #4 Adult Day Services/Employment & Volunteer Work Individual/Group Integrated Setting <input type="checkbox"/> #5 Adult Day Services/Work Training &/or Volunteer Work Group Integrated Setting
Utilizing Workplace Natural Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mobility/Community Safety/Transportation Student will need mobility training to new work site: Yes <input type="checkbox"/> No <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TOTAL POINTS: #1 (34-40) #2 (30-35) #3 (26-31) #4 (22-27) #5 (23 & below)		
Current Work/Training Site:		Employer Paid: Yes <input type="checkbox"/> No <input type="checkbox"/>
Job Title:	Hours Worked/Day:	HOURS Worked/Week:
% Job Coaching:	Job Related Criminal Conviction: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Work Training/Job Duties:		
**Please see attached resume for a work experience summary.		

Notes:



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 (RCOC) Consumers/Department of Rehabilitation (DOR) Consumers leaving Local Education Agencies (LEA) with a Certificate of Completion or Diploma. All students should be encouraged to complete transition activities related to education, employment and independent living identified on their Individualized Transition Plan (ITP) prior to exit from their school district up to and including the age of 22. Competitive Integrated Employment (CIE) is encouraged prior to & after school exit. The exit date is determined by the LEA using date of birth.

STEP	Action	LEA	RCOC	DOR	CONSUMER	RECOMMENDED TIMELINE
1	Pre-Employment Transition activities are provided prior to exit from school, see OCWBL #1	X		X	X	Starting at Age 16
2	LEA collaborates with adult agencies to ensure appropriate transition to work & PSE	X	X	X	X	At least 1 year before exit
3	LEA Completes OCWBL #3 and attach resume	X				1 year before exit
4	LEA Rep secures most recent OCWBL #2 & sends to RCOC Service Coordinator (SC)	X				1 year before exit
5	LEA Rep secures signed Release of Information Form from Adult/Family for RCOC	X			X	1 year before exit
6	LEA Rep returns documents listed above to RCOC SC (e-mail/mail) & cc Arturo Cazares	X				1 year before exit
7	Student & Family review PSE & work training opportunities for after school exit	X	X	X	X	1 year before exit
8	RCOC SC meets with Adult Resource Group		X			6-12 months before exit
9	LEA Rep secures signed Release of Information Form from Adult/Family for DOR, if needed	X			X	Prior to DOR Application
10	RCOC SC will send OCWBL #3 to DOR (Trin Van Erp) when 26+ points or more		X			6 months before exit
11	RCOC SC & DOR Counselor discuss programming options with input from the consumer		X	X		6 months before exit
12	RCOC sends Referral Packets to Identified Adult Agencies		X			6-12 months before exit
13	After talking with the RCOC SC the Consumer & Family visit potential Adult Agencies				X	6-12 months before exit
14	Consumer/family contact RCOC SC to identify preferred Adult Agency		X		X	6-12 months before exit
15	RCOC SC contacts Adult Agency to verify funding for employment services for consumer		X			3-6 months before exit
16	Notify consumer, parent, LEA Representative of selected program placement		X			2-6 months before exit
17	Client applies for DOR Services if not already a DOR Client, if recommended by RCOC SC			X	X	6 months before exit
18	DOR determines eligibility and completes Individual Plan for Employment			X		Prior to exit
19	Enroll in Post-Secondary Education work training classes/programs, as appropriate				X	6 months before exit
20	Adult secures SOP from LEA to share with Adult Service Agencies & PSE	X			X	Upon school exit

Follow-up: 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.

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



CHAPMAN UNIVERSITY
THOMPSON POLICY INSTITUTE

Chapman University, Thompson Policy Institute, Regional Business Advisory Committee

Linda ONeal

Regional Center of Orange County/Consultant & San Diego State University, Interwork Institute/Program Specialist

TPI REGIONAL BUSINESS ADVISORY WORK TEAMS

RESEARCH & BUSINESS SURVEY	WEBSITE DEVELOPMENT & BEST PRACTICES	CORPORATE JOB DEVELOPMENT	SOCIAL MEDIA & MARKETING STRATEGIES	STAKEHOLDER & STAFF TRAINING
Amy Griffiths* (CU) (714) 757-1050	Nancy Donnelly (New Vista) 949-278-6258	Linda O'Neal (RCOC & SDSU)* (949) 374-0270	Sandy Martin (Parent & Business) (949) 433-4567	Nancy Donnelly (New Vista) 949-278-6258
Sandy Martin (Parent & Business) (949) 433-4567	Linda O'Neal (RCOC & SDSU)* (949) 374-0270	Joseph Nacario (IRI) (949) 769-1622	Richard Rosenberg (WUHSD) 562-698-8121 x 1250	Linda Seppala (IRI) 949-232-1172
Amy Hanson (CU Business & Parent) (714) 655-5739	Mari Guillermo (SDSU) (619)594-4054	Nancy Donnelly (New Vista) 949-278-6258	Ann Sebek (OCDE)* 714 966-3530	Jennifer Casteel/Janis White (RCOC) 714-796-5330
Cris Giannantonio (CU Business) Sneha Mathur (CU) (909) 374-9094	Kurt Kosbab (HBUHSD) 714.962.1356, ext. 4025	Heidi Castillo (IUSD) 949- 936-8640	Christine Gascon (SCC) 714-628-5969	Sandy Martin (Parent & Business) (949) 433-4567
Steve Andrews 1 (610) 883-7667	Eric Glunt (SDSU/EDD) 707-331-5636	Janis White (RCOC) 714-796-5256	Linda O'Neal (RCOC & SDSU) (949) 374-0270	Sneha Mathur (CU)* (909) 374-9094
Mari Guillermo (SDSU) (619)594-4054	Bonnie Gillman (GAN)* (714) 342-0219	Lorri Guy (NOCCCD) 714-808-4702		Abdul Isira (SCC) Steve Andrews 1 (610) 883-7667
	Vanessa Corona (SDSU) (619)594-1361	Trinh Van Erp (DOR) 714-991-0834		Anna Laakman, (CAND) (Chair of the Ed & Training TPI Committee)
		Anjali Atkins (LBUUSD) 562-986-6870 x 254		
		Kurt Kosbab (HBUHSD) 714.962.1356, ext. 4025		
		Julie Ornelas- Smith (AUHSD) (714) 936-5662		
		Richard Rosenberg (WUHSD) 562-698-8121 x 1250		
		Angela Guevara (SCC) 714-628-5987		
		Steve Andrews (610) 883-7667		
		Gail Steinbrick (714)493-1941		

Collaboration Strategies

State Interagency Teams

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

California Interagency Council

CaPROMISE
Ca Innovations

Linda O'Neal

Regional Center of Orange County/Consultant & San Diego State University, Interwork Institute/Program Specialist

California Interagency Council

- California Department of Rehabilitation (DOR)
- California Department of Education (CDE)
 - California Career Pathway Trust Office
- Employment Development Department (EDD)
- Department of Developmental Services (DDS)
- California Community College Chancellors Office (CCCCO)
- Department of Social Services (DSS)
- California Department of Health Care Services (CDHCS)



California Employment Consortium for Youth (CECY)

Linda O'Neal

Regional Center of Orange County/Consultant & San Diego State University, Interwork Institute/Program Specialist

California Employment Consortium for Youth

CECY's Strategic Directions:



:

- ✕ **Strengthening Ties within CECY and with its Partnering Agencies, Families and Youth/Young Adults with IDD**
- ✕ **Raising Expectations for Competitive Integrated Employment (CIE) and Expand Youth and Family Involvement**
- ✕ **Increasing CECY Impact on Public Policies and Practices that Support CIE at Local and State Levels**
- ✕ **Establishing Cross-Systems Accountability and Indicators of Progress**
- ✕ **Spreading What Works**

Community Conversations

CECY

Bringing
Communities
together to
promote CIE...

Olivia Raynor, Ph.D.
Director, Tarjan Center
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California PROMISE

Linda ONeal

Regional Center of Orange County/Consultant & San Diego State University, Interwork Institute/Program Specialist

INCREASED SELF-SUFFICIENCY FOR SSI YOUTH & THEIR FAMILIES



California Promise

INTERVENTIONS

- Case Management and Transition Services
- Financial Planning and Benefits Management Services
- Career and Work-based Learning Services
- Parent and Guardian Training and Information Services
- Other Support and Services

OUTCOMES

- Participation in Person Driven Planning
- Enhanced understanding & use of community resources
- Competitive Integrated Employment
- Graduation from K-12 System
- Reduced Reliance on Public Benefits
- Attendance & Completion of PSE Classes & Programs
- Focus on Career Planning & Development

<https://www.capromise.org/>

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

CaPROMISE SDUSD Student Volunteers

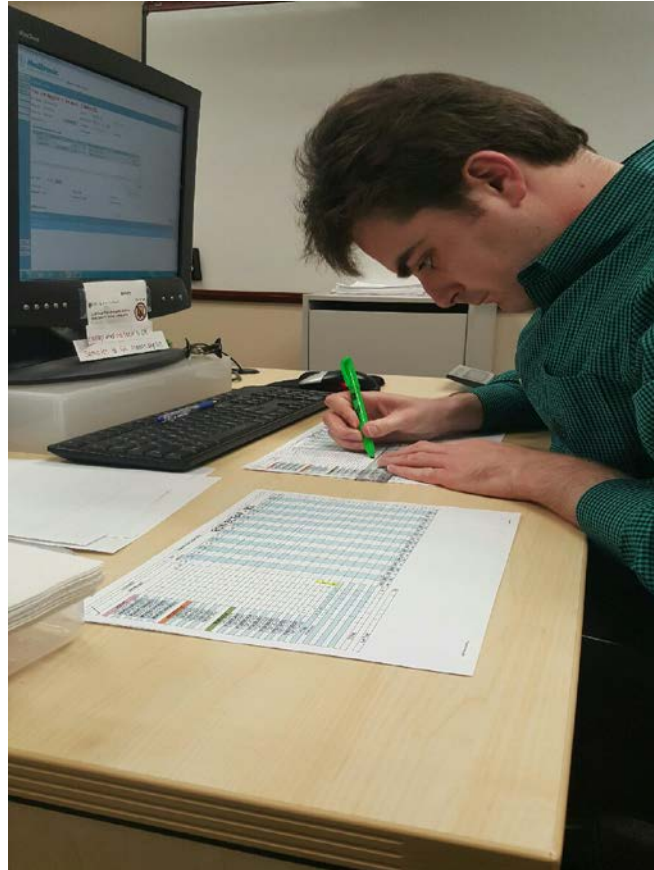


#lunchbag Agencies & Partners

- CaPROMISE Staff
- Families
- San Diego Unified School District
- San Diego State University Interns
- Department of Rehabilitation
- Business Partners
- Metropolitan Transit System/Trolley

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Project Search Medtronic Travis



C.I.E Competitive Integrated Employment

- ×Family
- ×Medtronic
- ×Regional Center of Orange County
- ×Irvine Unified School District
- ×Department of Rehabilitation
- ×Transportation Options
- ×ABLE Account

QUESTIONS ??

Thank you
for your
participation...

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Thank You !!