

# APPENDIX A



## **EMPLOYMENT SERVICES REVIEW SESSION I**

**AUGUST 2, 2017**

# SCHOOLS AND EMPLOYMENT

HARBOR REGIONAL CENTER

In Harbor's area there are  
11 School District's:

PVPUSD

LAUSD

TUSD

MBUSD

RBUSD

LBUSD

ABCUSD

NLMUSD

BUSD

LLUSD

PUSD

*Building partnerships  
through collaboration*




# CLIENT SERVICES MANAGERS ARE ASSIGNED AS LIAISONS

- **Special Events**
- **Cross Trainings**
- **Sharing Materials**
- **Set quarterly collaborative meetings**
- **Partnerships for better client outcomes**



# TRANSITION PLANNING

- **Transition bootcamp**
  - **Preparing for the Individual Transition Plan (ITP)**
  - **Service coordination attendance at the ITP, the penultimate IEP and exit IEP**
  - **Self-direction, self-advocacy and increased autonomy**
  - **Interest/skill inventories**
  - **School workability programs and HRC paid internships**
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# SOUTH BAY

## Project | SEARCH

Kaiser Permanente  
South Bay Medical Center, Harbor City

# A Collaborative Model



**KAISER PERMANENTE®**



Project | SEARCH

# HISTORY OF PROJECT SEARCH



**Cincinnati Children's Hospital and  
Medical Center**





KAISER PERMANENTE®

# BUSINESS PARTNER

## Kaiser South Bay Medical Center

- ❑ Mentorship
- ❑ On the job training
- ❑ On-site classroom/office for program
- ❑ Coordination of Business Advisory Council
- ❑ Access to departments for internship rotations

# EDUCATION PARTNER



## Los Angeles Unified School District

- ❑ Liability Insurance
- ❑ Curriculum & classroom instruction
- ❑ Collaborate with family and community
- ❑ Assess and monitor student achievement
- ❑ Develop students' IEP, ITP, and career goals

## COORDINATION PARTNER

### Harbor Regional Center

- ❑ Case management
  - Case Management Liaison – Yolanda Lopez
- ❑ Long Term Employment Supports
- ❑ Curriculum Support
- ❑ Funding for Internship Coaches
- ❑ Assistance w/Coaching & Data Collection

# EMPLOYMENT SERVICES PARTNER

## Best Buddies Jobs

- ❑ Develop Internships
- ❑ Provide Internship Coaches
- ❑ Job Development
- ❑ Long term Job Coaching





HARBOR  
REGIONAL  
CENTER

# **PROTOCOLS AND GUIDELINES**



**SERVICE REVIEW  
MEETING PROTOCOL**

- **We request that all guests sign in and we ask that you to leave your contact information where indicated if you would like to receive follow up information that may be available**
- **We encourage those interested in the service under review to attend all review sessions that are planned in order to get a comprehensive understanding of the policies and practices currently in place**
- **As we have a large amount of material to cover, we request that participants hold their questions to the end of each session; please know that we will make every effort to provide responses for all questions at some point in the review process**
- **We understand there may be some guests who have questions related to themselves or their family member's circumstances; please be assured we would like to address these questions or concerns with you but will need to do so privately and not as part of these service reviews**



# HARBOR REGIONAL CENTER

## Harbor Regional Center Service Review Schedule Employment Services

Meetings are scheduled for the first Wednesday of each month

### First Meeting- -August 2, 2017

During the first meeting, our objective is to present a brief overview of HRC's Employment First policy. We will also review transition services and supports provided for our clients who are still in the school system and we will describe how HRC interfaces with school districts during the transition years. We will share information on HRC's job preparation classes and about our expectations related to job development.

### Second Meeting-September 6, 2017

During this meeting, we will share data on the number of clients working and other pertinent information regarding clients who work or who wish to work. We will discuss our partnership with supported employment providers and share data on the number of clients involved in seeking supported employment. We will share detailed information about the service providers themselves. We will review a short film and other material developed by HRC regarding supported employment. We will share the various materials that supported employment providers can use to implement their programs and that are available to them from our HRC Resource Center. We will have a brief presentation from our "College to Career" program including some comments by a recent graduate from this program.

### Third Meeting-October 4, 2017

This meeting will be dedicated to presentations from two of the service providers with programs in the HRC service area that provide supported employment services. Each will present information about their respective programs including the different services offered as well as detailed data regarding the clients served. We will review the variety of jobs our clients currently have as well as jobs currently in development. We will also review new laws recently added to improve placement and retention of our clients in employment.

### Fourth Meeting-November 1, 2017

In this meeting we will facilitate a discussion among those who have attended and participated in the prior three meetings. Based upon the HRC policies and practices (including service provider policies and practices) we hope to identify those things that are working well and those areas where we might recommend modifications. We hope to have a robust discussion which will form the basis for our draft report.

### Fifth Meeting- January 3<sup>th</sup>, 2018

A draft report which summarizes the material presented and is based upon the discussion held at the fourth meeting will be produced and posted prior to the fifth meeting. We will review the draft, have further discussion and seek feedback on the draft which will be revised accordingly and presented to the Board.

**Note: The agenda for each review meeting is very full and we recognize that there may be a need to schedule additional review sessions in order to complete a comprehensive review. We will remain flexible and add sessions as needed.**



HARBOR  
REGIONAL  
CENTER

# **JOB DEVELOPMENT MATERIALS**





## **HARBOR REGIONAL CENTER EXPECTATIONS FOR JOB DEVELOPMENT**

### **HRC Employment Orientation:**

- Clients and families are encouraged to attend HRC's Employment Orientation to find out more about what the classes will entail and answer any questions families may have about the Supported Employment process.
- Within a calendar year two orientations will be held in Long Beach and two will be held in Torrance announcements of dates and times are available on the HRC website.

### **HRC Job Preparation Classes:**

- HRC clients seeking supported employment or assistance in job search may choose to attend a job preparation series offered by an HRC provider. This series is not a requirement; however may be an option to better prepare the client for the job search process and to assist clients to better understand what their role is when finding a job.
- Clients will be assisted in job seeking, resume development and job interviewing skills.
- Upon successful completion clients will be referred to a supported employment provider for job development services.

### **Expectations for Clients during Job Development:**

- Clients may be interested in enrolling in a day program up to three days/week while engaged in the job search/development process;
- Clients who have requested job development are encouraged to spend at least two day's/week engaged in job-seeking activities (applying on-line or in-person for jobs, interviewing for jobs, meeting with job developer, etc.)
- Clients are NOT expected to attend day program if/when attendance would conflict with a possible job interview or with other important job-related activity

### **Assessment & Planning:**

- The job developer should complete a vocational assessment for each client prior to beginning the job development process (a copy of the assessment should be provided to HRC)
- The job developer and the client should develop a plan for job-seeking activities which the client will be encouraged to follow (a copy of the plan should be provided to HRC)

### **Frequency of Contact:**

- The job developer should meet with clients in a small group (up to 5 clients) at least weekly (two hour sessions)
  - Share prior week's experience in job seeking and discuss
  - Provide support and advice

7/2017

- Plan for coming week's job-seeking activities
- Discuss job seeking skills (practice job interviews, etc.)
- The job developer should meet with each client on his/her caseload individually at least once per month
  - Individual meetings could include job site visits or job interviews
  - Individual meetings could include personal assistance with job applications

**Other Job Developer Expectations during Job Development:**

- Each Job Developer's caseload is expected to be approximately 15 clients at any point in time
- Job Developers should provide the HRC Service Coordinator with monthly reports during the job development period with copy sent to the HRC Employment Specialist (monthly reports should include progress with each individual client);
- Job Development activities should be **personalized** and based upon **client preference**

**Transition:**

- **Average** job development time for each client is estimated to be 3 months but job development may be continued up to 6 months
- Job developers should meet with HRC Service Coordinator and the client if the client has not found employment by the end of month 4; purpose of the meeting is to explore client's continued interest in work, analysis of barriers to achieving employment and other alternatives for the client; a plan for continued job development or a plan for transition to an alternative day activity should be developed

**Role of the HRC Employment Specialist:**

- The HRC Employment Specialist is the coordinator of all job development and supported employment services for HRC clients who are seeking assistance in job seeking or supported employment;
- The HRC Employment Specialist provides assistance to Service Coordinators in a variety of ways including identifying job developers with current capacity and identifying job developers with experience in job development in specific industries
- The HRC Employment Specialist collects and maintains data related to all referrals for job development and supported employment for HRC clients who are seeking assistance in job development and supported employment
- The HRC Employment Specialist meets quarterly with all job developers in order to assure effective communication and collaboration, to share resources and to provide support

Harbor Regional Center asks our job development partners to make efforts to identify jobs for HRC clients that are **non-traditional**. We are hopeful that our job development partners will also incentivize their job development staff to help our clients to access non-traditional jobs.

Notwithstanding this aspiration, we want to acknowledge all of the effort that is involved with job development of any kind...and to note that **any minimum wage job constitutes honorable work.**

**Traditional Jobs:**

Janitorial work  
Car washing  
Dish washing  
Grocery bagger  
Courtesy clerk  
Theater ticket taker  
Big box store stocker  
Gardening

**Non-Traditional Jobs or Settings:**

Clerical/office work  
Hospitality/hotel services  
Hospital settings  
Government settings  
Small business settings (family owned restaurant)  
Banks  
Warehouse work  
Construction (any trade)

# HARBOR REGIONAL CENTER

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## Job Preparation Course

### Outline

#### **Session One: Introduction to Course and Preparing for Job Search Using Resources, Networking, and References**

- Discuss motivations for working
- Understand commitment and responsibilities as a job seeker
- Set Realistic Goals (Avoiding delusions of grandeur)
- Great first impressions--hygiene, appearance, and professional dress
- Utilizing community resources such as the Work Source Centers
- Understand Role of Department of Rehabilitation and Supported Employment Providers
- Identify your networks and circles of support
- Choose References

#### **Session Two: Finding the Right Job and Job Applications**

- Interest Inventory
- Steps to applying online
- Sample applications
- Techniques for your job search

#### **Session Three: Resumes and Portfolios**

- Discuss purpose and format of resume and review samples
- Complete resume rough draft
- View online resume templates
- Discuss purpose of portfolio and review sample portfolio

#### **Session Four: The Interview Process**

- Purpose of Job Interview
- Preparation: research business and review qualifications for the job
- Most asked interview questions and how to answer tough questions
- Strengths and qualities employers look for
- Using your resume and portfolio in the interview
- Certificate of Completion

## Harbor Regional Center Recommended Materials for Transition

*The following books and videos which are available in the HRC Resource Center contain current information for parents and caregivers of people with disabilities. These materials offer significant resources for support and understanding of particular disabilities as well as identification of stages of development required for life planning. Many other books and videos are available for check-out in the resource center.*

### **Books**

1. A Short Guide to a Happy Life, by Anna Quindlen  
*In this book Anna Quindlen, the bestselling novelist and columnist, reflects on what it takes to "get a life"--to live deeply every day and from your own unique self.*
  
2. Going to College, by Elizabeth Evans Getzel and Paul Wehman  
*This is a comprehensive easy-to-read guidebook for people with disabilities who intend to go to college. This resource includes information to help select a college, to promote self-determination, and to learn rights and responsibilities.*
  
3. High School Transition that Works, by Maryellen Daston, J. Erin Riehle and Susie Rutkowski  
*For more than 15 years, thousands of young adults with intellectual and developmental disabilities have benefited from Project SEARCH, the highly successful business-led internship program that prepares students for competitive, integrated employment. Developed by the founders of Project SEARCH, this accessible guidebook is your key to using principles of this effective transition model to help young adults succeed at a fulfilling job of their choice.*
  
4. Life Beyond the Classroom, by Paul Wehman  
*This book provides practical and creative techniques to ensure careful transition planning for young people with disabilities. The importance of fostering support in building confidence and competence in these young people's work skills is emphasized.*
  
5. Moving on without Parents, by Christine Bigby  
*Parents who have cared for their adult children with intellectual disabilities will one day face an important issue-who will care for them when they are no longer able? Based on case studies of adults with disabilities and their families and how they handled this delicate stage, readers will discover how to plan for the transition from parental care, learn who or what services can take on the parents' role, and see how to create a network of agency and family supports.*

6. Self-Determination Strategies for Adolescents in Transition, by Sharon Field, Alan Hoffman, and Shirley Spezia  
*This resource provides strategies to promote self-determination in adolescents and young adults as they navigate the transition process from school to the work place and to independent living.*
7. Teaching Self-Determination to Students with Disabilities, by Michael L. Wehmeyer, Martin Agran, and Carolyn Hughes  
*This book emphasizes that the importance of education is to prepare young people for adulthood. It provides practical and user-friendly methods for instructing students with disabilities in basic self-determination skills. Topics include self-awareness and self-advocacy. The techniques discussed are field tested and are proven to help students learn to lead more satisfactory, self-directed lives.*
8. The Girlfriends' Guide to Getting Your Groove Back, by Vicki Iovine  
*This book offers humor and hints on how to find time for your kids, your spouse, your home, your work, and yourself.*
9. The Transition Handbook, by Carolyn Hughes and Erik W. Carter  
*In this book, transition support applies to the same general philosophical principles of support that have been developed and applied to supported employment and supported living arrangements. It provides the establishment of a seamless system for moving from secondary education to postsecondary environments at a local community level.*
10. Think College!, by Meg Grigal and Debra Hart  
*This book uncovers the big picture of postsecondary education options and reveals how to support students with disabilities, before, during and after a successful transition to college.*
11. Transition Strategies for Persons with Learning Disabilities, by Craig A. Michaels  
*This book meets a critical need by focusing on the issues faced by individuals with learning disabilities as they prepare to make, or are in the process of making, a broad range of transitions.*
12. College For Students With Disabilities, by Ed. Anthony, Pavan John and Shore, Stephen M.  
*This book explores the situation for students with disabilities in higher education.*
13. Developing Transition Plans, by Ed. Paul Wehman  
*The purpose of this book is to help special education teachers, guidance and rehabilitation counselors, parents, advocates, and psychologists become familiar with how to develop individual transition plans using personal future planning.*

14. Follow-Up Studies, by Sitlington, Patricia L. and Frank, Alan R.  
*The goal of this handbook is to assist educators in conducting follow-up studies on individuals with disabilities and other special needs. The goal is to help prepare these individuals for adulthood. Includes a step-by-step process of designing and carrying out a follow-up study.*
15. Transition Assessment: Wise Practices for Quality Lives, by Sax, Caren L. and Thoma, Colleen A.  
*This book shows readers how to foster that understanding through thoughtful, individualized transition assessments, ones that illuminate each student's chosen path.*
16. Launching Into Adulthood, by Lollar, Donald  
*This book presents information on support transition of youth with chronic health conditions and disabilities.*
17. Preparing Students with Disabilities for College Success, by Shaw, Stan F., Madaus, Joseph W., and Dukes, Lyman L.  
*This practical guide to transition planning includes information on how to help find the right college and provide comprehensive academic and social supports.*
18. Focus on Transition: A Workbook for Independent Living Skills, by Klein, Evelyn R. and Hahn, Shelly E.  
*This workbook is intended to help teachers/caregivers/support personnel foster independence in daily functioning as clients prepare to enter the adult world.*
19. Transition Plans, by Ed. Kilburn, Joan  
*Detailed workbook to guided families and caregivers to a smooth transition from school to adult life for persons with disabilities.*
20. Daily Living Skills Worksheets, by Harrison Linda  
*This book contains worksheets to be used with people with developmental disabilities who are preparing to live more independently.*
21. Independent Living and Community Participation, by Synatschk, Katherine O., Clark, Gary M., and Patton, James R.  
*This book contains a reproducible informal assessment for transition.*
22. From the Classroom To the Workplace, Volume II, by Pritchard, Juanita and Stone, Karla  
*The purpose of this book is to help teachers prepare their students for a world that is often challenging to access and difficult to understand. It is meant to embrace students who are middle and high school aged who receive services for intellectual disabilities, orthopedic impairments, emotional/behavioral disorders, speech and language impairments, traumatic brain injury, autism, pervasive developmental delays as well as nonreaders and low academic achievers.*

## VIDEOS/DVDS

23. Hand In Hand Early Intervention – Transition, by Harbor Regional Center  
*This video focuses on the services and supports provided by Harbor Regional Center's Early Intervention department.*
24. Adult Transition, by Harbor Regional Center  
*This video gives an overview of transition out of the school district and the services and supports provided by Harbor Regional Center.*
25. Transition Planning for Youth with Intellectual Disabilities, by University of California Television (UCTV) -  
[https://www.youtube.com/watch?v=l5WIM0\\_AjAE&list=PL4FA7548688313D3C&index=14](https://www.youtube.com/watch?v=l5WIM0_AjAE&list=PL4FA7548688313D3C&index=14)  
*Five critical competencies that should drive transition planning for the work place and how these competencies can be addressed at all levels of the educational process. From the series "M.I.N.D. Institute Lecture Series on Neurodevelopmental Disorders".*
26. Helping Students with Disabilities Transition to College and Careers, by AmYouthPolicyForum - <https://www.youtube.com/watch?v=SHyKFcrkh7I>  
*Webinar highlights research, policies, and programs that have helped students with disabilities transition successfully.*
27. Project Search: New Pathways for Young Adults with Disabilities, by Virginia Commonwealth University -  
<https://www.youtube.com/watch?v=UQ-8p5DN26c>  
*Highlights a program which provides real-life work experience with an extensive period of training and career exploration.*
28. 5 Tips for New College Students with Disabilities, by Association for Higher Education Access & Disability (AHEAD) -  
[https://www.youtube.com/watch?v=x\\_U4BzOesds](https://www.youtube.com/watch?v=x_U4BzOesds)  
*Short, animated clip that gives five top tips for new college students who have a disability.*



## ELIGIBILITY CRITERIA

- *Be at least 19 years of age, a student of the Los Angeles Unified School District on the alternate curriculum, and completed high school credits for graduation.*
- *Meet eligibility requirements for Harbor Regional Center services.*
- *Utilize public transportation when available and participate in travel training to ensure success in using the bus independently.*
- *Have previous experience in a work environment (includes school, volunteer, and paid work).*
- *Have independent daily living skills, appropriate behavior, and social skills in the workplace.*
- *Take direction from supervisors and change behavior if necessary.*
- *Ability to pass drug screening, felony check and immunizations up to date.*
- *Desire and plan to work competitively in the community at the conclusion of the program.*



Project SEARCH

**Providing education and training to young adults with intellectual and developmental disabilities.**

Project SEARCH

**South Bay Medical Center  
25825 S. Vermont Ave, Rm25306  
Harbor City, CA 90710  
P 310.257.6401 | F 310.257.6664**

**To learn more contact  
Joseph Lee  
JDL0325@LAUSD.NET**



Project | SEARCH



**SOUTH BAY  
PROJECT SEARCH**

**We make a difference every day.**

## OUR MISSION

The mission of Project SEARCH is to provide education and training to young adults with intellectual and developmental disabilities through an innovative workforce career development model that benefits the individual, workplace and community.

## OUR GOAL

The goal for each participant is competitive employment. The program provides real-life work experience combined with training in employability and independent living skills to help youths with intellectual disabilities make successful transitions from school to productive adult life.

As a result, at the completion of the training program, students with intellectual disabilities are employed in nontraditional, complex and rewarding jobs.

## INTERNS TRAINING

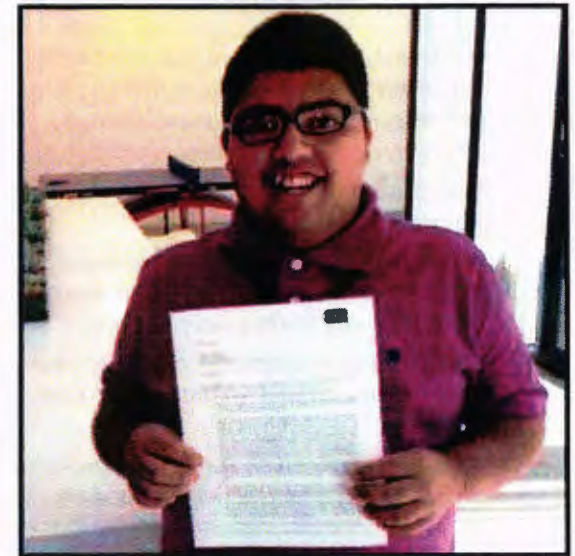
The Project SEARCH model involves an extensive period of training and career exploration, innovative adaptations, long-term job coaching, and continuous feedback from teachers, job coaches, and employers.

Interns gain skills in:

- Administrative and office practices
- Food handling and preparation
- Delivery and transportation
- Patient and customer services
- Sanitation and sterilization
- Stocking and inventory
- Cashiering and money skills
- CPR, First Aid, and AED Certification
- CA Food Handlers Certification



Project | SEARCH



*Miguel with his job offer letter.*

## GRADUATE PROFILE

After graduating from Project SEARCH, Miguel was the perfect person for an office services job at Conill. Conill is preeminent among advertising agencies, offering full creative services to brand names such as Aflac, Alaska Airlines, FX, Nestlé, Procter & Gamble, T-Mobile, Toyota, and many more. Miguel interviewed with the office manager and was offered the position – his first real job.

*“Working with Miguel is such a blessing. He is a hard worker who is diligent and always has a great attitude and a smile on his face.”*

*–Jimmy Warren, Conill Office Services Manager*



HARBOR  
REGIONAL  
CENTER

# **HARBOR REGIONAL CENTER BOOKLETS**

# *Planning for your future*

**A ROADMAP TO YOUR GOALS**



# Planning for your future

**PLANNING FOR YOUR FUTURE.** Soon your Harbor Regional Center Counselor will meet with you and the important people in your life. This meeting is a chance for you and your family and friends to sit down and think about where you are now, where you want to be in the future, and what support you might need to help you get there. If you fill out this form, or even if you just think about some of the questions it asks, you will be better prepared for your planning meeting. You can fill out this form by yourself, or you can ask a family member or friend to help you fill it out or just think about it together. If you don't want to fill out this form, that is okay too.

However, we think that you will find it useful and fun too!

This is about you. What is your name? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who is on your team? Who helps or supports you? Who are your friends? Whom do you turn to for help when you need it? Whom do you want to invite to your planning meeting? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THINGS ABOUT YOU**

*About you*

1. What are some great things about you? What do people like about you?

What can you do well? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What things do you like to do? Around town? At home? For fun? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What NEW things would you like to do? Around town? At home? For fun? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What makes you happy? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. What makes you mad or sad or frustrated? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Who is your favorite person to talk to and do things with? (You can name more than one person if you want to.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**THINGS ABOUT WORK.** If you are not interested in working, please turn to page 4.

If you have never worked before, please skip to question #8. If you are already working, please skip to question #10.

7. If you have worked in the past, what jobs did you like best? \_\_\_\_\_  
\_\_\_\_\_

8. If you are interested in working, what kinds of jobs interest you? \_\_\_\_\_  
\_\_\_\_\_

9. Do you need help in getting a job?  Yes  No

Does it take you a long time to learn a job?  Yes  No

Do you get SSI?  Yes  No

Do you need help in using money or in using transportation to get to work?  Yes  No

If you answered “yes” to any of these questions, you may need some help in getting and keeping a job.

### Already Working? How's Your Job?

10. Is it the kind of job you like?  Yes  No

Are the hours and days okay?  Yes  No

Do you get the support you need?  Yes  No

Are you satisfied with the amount of pay you get?  Yes  No

Do you get benefits from your job?  Yes  No

Is your job close enough to where you live?  Yes  No

Is there anything you need more help with?  Yes  No

How do you get along with the people at work?  Great  Okay  Not very well

When you think about your job (check the one that shows how you feel most of the time)

You are glad that you got it  It's okay that you got it  You are sorry that you got it

# THINGS ABOUT DAYTIME ACTIVITIES.

If you work during the daytime, skip to question #16.

11. If you are not working now, what do you do during the day? \_\_\_\_\_

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12. What do you like best about what you do during the day? \_\_\_\_\_

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13. What are the things you don't like about what you do during the day? \_\_\_\_\_

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14. If you go to a day program with other people with disabilities:

Do you like what you do at the day program?  Yes  No

If no, would you like a different day program?  Yes  No

15. If anything were possible, what would you most like to do during the day? \_\_\_\_\_

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## THINGS ABOUT WHERE & WITH WHOM YOU LIVE

16. How do you live now?

- Alone?  With one or more roommates?  With your parents?  
 With other relatives?  In a group home?

Other? \_\_\_\_\_

17. What do you see as the best things about where you live right now? \_\_\_\_\_

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18. What are the things that you don't like about where you live right now? \_\_\_\_\_

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19. What kind of help do you need where you live right now? \_\_\_\_\_

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20. Are you living where you want to live and with whom you want to live?  Yes  No

If no, explain: \_\_\_\_\_

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If you are living where you want to live for now, please go to question #24.

21. If anything were possible, where would you like to live and with whom? \_\_\_\_\_

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## THINGS ABOUT YOUR HEALTH

22. How are you feeling? Do you have any health problems that concern you or your family?

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23. Do you have a doctor and, if so, when did you last see him or her? What for?

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24. Is the doctor treating you for something? Do you take any medications? If so, what are they?

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25. Do you have a dentist and, if so, when did you last see him or her?

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26. Do you need help going to the doctor or dentist, and if so, who helps you?

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27. How tall are you and how much do you weigh? Do you think you weigh too much or too little? Are you on a special diet?

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## THINGS ABOUT YOUR SPIRITUAL LIFE

28. Do you go to a church or synagogue or other place of worship?  Yes  No
29. Do you need assistance in getting to your place of worship and, if so, who helps you?  
 Yes  No

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30. If you do not go to church or another place of worship, is this something you would like to do?  Yes  No

## THINGS ABOUT YOUR HELPERS

31. If you have a job, do you have someone like a “job coach” who helps you when you work?  Yes  No  
If you have a job coach, is it someone that you feel is helpful?  Yes  No  
If no, would you like a different job coach?  Yes  No
32. Do you have someone who helps you at home? Someone like a “supported living coach” who helps you budget your money, shop, cook and things like that?  Yes  No  
If you have a supported living coach, is it someone that you feel is helpful?  Yes  No  
If no, would you like a different supported living coach?  Yes  No
33. Do you have enough contact with your Harbor Regional Center Counselor?  Yes  No  
When you call your Harbor Regional Center Counselor, does he or she call you back in a reasonable time?  Yes  No  
Are you satisfied with your Harbor Regional Center Counselor?  Yes  No

34. Do you have any other helpers? If so, who are they and how do they help you? Are you satisfied with how they help you? Would you like help in finding someone different to assist you with these things?

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### THINGS ABOUT YOUR FUTURE

35. What are your hopes and dreams for the future? Think about what you want for yourself in the next year. What about three or four years from now?

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36. What kinds of support will you need from your family, friends, neighbors, and others in the community who can help you reach your goals?

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37. What kinds of support will you need from Harbor Regional Center to help you reach your goals?

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38. What worries you most about your future?

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39. If your family is not available, whom would you turn to for support? \_\_\_\_\_

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**OTHER THINGS THAT ARE IMPORTANT TO YOU.** You can use this space to write about any other things that you think are important for the people who will help you plan for your future to know. \_\_\_\_\_

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HARBOR DEVELOPMENTAL DISABILITIES FOUNDATION, INC.  
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A man in a white t-shirt is leaning on a table, smiling at the camera. The background is a simple indoor setting with a window and curtains.

# Living

A man with a goatee, wearing a black and white striped t-shirt, is sitting at a table playing dominoes. He is smiling at the camera. The table is covered with dominoes.

# On Your Own

*A Guide to Supported Living Services*





# Did YOU Ever Think About...

moving into a house or apartment in the community so you could be more independent? Sometimes people with developmental disabilities are afraid to think about living on their own because they believe they will have to do it all by themselves. We all need help to live on our own. Some people just need more help than others.

If you want to live in a house or apartment but don't think you can manage it on your own, supported living may be the answer. Supported living services are used by many adults with developmental disabilities to help them live as independently as

possible in the community. When you live on your own, you have all the responsibilities for running your own life that people without disabilities have. For example, you will make choices about where you live, whom you live with, how you spend your time, and how you spend the money you have left after you pay your rent and other regular bills.

What kind of support do you think you would need to live on your own? Would you need someone to help you learn to shop, cook, or handle your money? Would you need help with planning your doctor appointments? Do you have physical challenges (such as using a wheelchair) so that you need help with bathing and dressing? Whatever your needs, supported living may be right for you.

In this booklet, we answer eight questions that clients and their families often ask about supported living. The answers to these questions can help you decide if you would like to try living more independently.

- What Are Supported Living Services?
- Who Provides Supported Living Services?
- Who Is Eligible For Supported Living?
- Will I Get All Of My Support From The Supported Living Service Provider?
- Can I Live Alone Or Must I Have A Roommate?
- Will The Regional Center Pay My Rent Or Other Things If I'm In Supported Living?
- How Do I Get Started On The Road To More Independence?
- How Can I Learn More?

Supported living is not for everyone. Some people don't want to try it. Some people decide to try it and then choose not to continue. Still other people decide they want to try supported living sometime in the future, when they feel more ready. But most people who try supported living find that it opens up all kinds of new opportunities for them and they never want to go back to their old way of living. It's OK if you don't want to try to live on your own in a house or apartment, but you shouldn't be afraid to try. There are lots of people out there who want to help you. Your regional center Counselor is only one of them. Let's take a closer look at the kinds of help you can get.

## WHAT ARE SUPPORTED LIVING SERVICES?

There is a very easy way to describe the services you may receive in supported living: it is whatever help you need to make it possible for you to live in a home of your own choice in the community. You can get help with taking care of your home, taking care of your personal needs, using community services, or just about anything else.



Supported living services are "individualized." This means they are different for each person, depending on what the person needs and wants. For example, if you just need help to pay bills, you could have a person come to your home to work with you on paying your bills and balancing your checkbook. If you need more support – for example, someone to help you prepare meals, do laundry, or clean the house – you can get that, too. If you just need to be reminded each morning to take your medicine, someone would help you come up with a system that will help you remember.

When you first move into your own place you will probably need more help than after you've been living on your own for awhile. What kind and how much help you receive at any time is based on how much you can do for yourself and how much help you need to do things. It will be up to you and your planning team working together to decide what services and supports you might need and how those needs will change as you learn to be more independent. Supported living services can help people in four different ways:

**They help you develop skills.** These services help you learn to do things that allow you to be more independent. This includes skills needed to take care of a home (cooking, cleaning, etc.), skills needed to get around in the community (using public transportation), and skills needed to look after your personal needs (bathing, personal hygiene, etc.) and to stay healthy (making doctor appointments, taking medication, eating right, etc.).

**They give you support in things that you can't learn to do on your own.** If it turns out that you are not able to learn some of the skills, or if it looks like training is not the right course for some of the things you need to do, then people will make a plan to give you support in these areas. For example, if you are unable to learn to pay bills or balance your checkbook, someone can come to your home regularly to help you do it. If you need personal assistance with things like eating, bathing, and getting around the house, the supported living provider can help you find someone to give you this kind of help.

**They make sure you have help in emergencies.** Everyone in supported living has someone he can call in case of an emergency at any time of the day or night. Some of this assistance may be provided by family or friends, but the supported living agency will also assist with emergency back-up if needed.

**They help you connect to other services and supports.** A person living in the community may have a range of other needs. For example, you may want help with things such as signing up for a class at your local community college, finding a dentist who accepts Medi-Cal, getting your name on the waiting list for renters' assistance (Section 8 housing), or learning parenting skills. The supported living instructor will help you find out where you can get these services within your neighborhood or community, and he can even help you make any appropriate applications, fill out any necessary forms, etc.

At the end of this booklet we talk about "Guidelines for Supported Living Services." We asked a large number of people from the Harbor Regional Center area to describe what they thought a really good supported living service would be like. The people we asked were clients in supported living, their families, regional center Counselors, and people who provide supported living services.

We put together what all these groups told us and came up with a list of things that everybody agreed on. If you read this list, it will help you understand better what supported living services are. When you talk to supported living providers about their services, you may want to take this list with you and ask them if they do these things.

## **WHO PROVIDES SUPPORTED LIVING SERVICES?**

Supported living services are provided through an agency. For example, Harbor Regional Center works with providers with names like *LifeSteps*, *Independent Visions*, and *Independent Focus*. These agencies have lots of people working for them, but a client receiving supported living services usually has only one person that he works with. This person is called his supported living instructor.

The supported living instructor helps the client learn the things he is able to learn and helps him find support to do things that he will always need help doing. He may also help the client find other agencies that can provide him with certain services.

The client may have another person coming into his home regularly to help him with self-care and the daily responsibilities of running a home if the client is unable to do them. This person provides In-home Supportive Services (IHSS). Usually a person with physical disabilities gets this kind of service. The supported living instructor can help the client apply for IHSS and then hire an IHSS attendant to assist him as needed in the home.

## **WHO IS ELIGIBLE FOR SUPPORTED LIVING SERVICES?**

If you are a Harbor Regional Center client over the age of 18 and interested in living on your own, you are eligible for supported living. Your Counselor will talk to you and your family to make sure you understand what living on your own means. The Counselor will discuss with you what responsibilities go along with supported living. For example, you will be expected to have enough money to pay rent or a mortgage, utilities like electricity and gas, and other daily living expenses. The Counselor will also discuss with you what challenges there might be for people living on their own in the community. Once you and your family understand what supported living will mean for you, you may choose to try it.

## **WILL I GET ALL OF MY SUPPORT FROM THE SUPPORTED LIVING SERVICE PROVIDER?**

Some of the things that people in supported living need help with are the kinds of things that their friends or family members can help with. These might be things such as taking you to church, helping decorate your apartment, taking you grocery shopping, or giving you a ride to work, the library, or your health club. When people help you do things like this, it is called getting "natural support."

For things that family and friends cannot do, the supported living instructor will help you. The two of you will set up a schedule for him to come regularly to your home. He will help you learn new things and give you support when you need it. If you qualify for IHSS services you will also have a personal attendant coming into your home to help you with self-care and perhaps other things.

## **CAN I LIVE ALONE OR MUST I HAVE A ROOMMATE?**

While people in supported living do not have to have a roommate, most do. They have roommates for two reasons. The first is that often it is not possible for a person to afford to live alone. Once they have paid their rent and other regular expenses, they have no money left to buy things they want or go out with their friends. Having a roommate means you will only have to pay half the rent and half the utilities. If you and your roommate decide to cook and eat together, you can also save money on food. The second reason people usually have a roommate is so they have someone to talk to and do things with.

## **WILL THE REGIONAL CENTER PAY MY RENT OR OTHER THINGS IF I'M IN SUPPORTED LIVING?**

If you want to live in your own house or apartment in the community, it is very important for you to remember that you must have enough money to pay your expenses just like everyone else does. You will need to pay your own rent, gas and electric, food, and other regular expenses. You will also need to have a little money left over so you can do things like go out with your friends and buy clothes or things you like.

Your income may come from SSI or from a job, or from both. You may even be lucky enough to have family who can help you with your expenses. But, remember, the regional center does not pay rent for people in supported living. This is one reason that most people who choose to live this way have a roommate.

Your medical care would probably be paid for by Medi-Cal or, if you have a job with benefits, by your private medical insurance. If you have physical disabilities or other special needs, you may qualify for IHSS money that would allow you to hire someone to come into your home to provide personal assistance.

## HOW DO I GET STARTED ON THE ROAD TO MORE INDEPENDENCE?

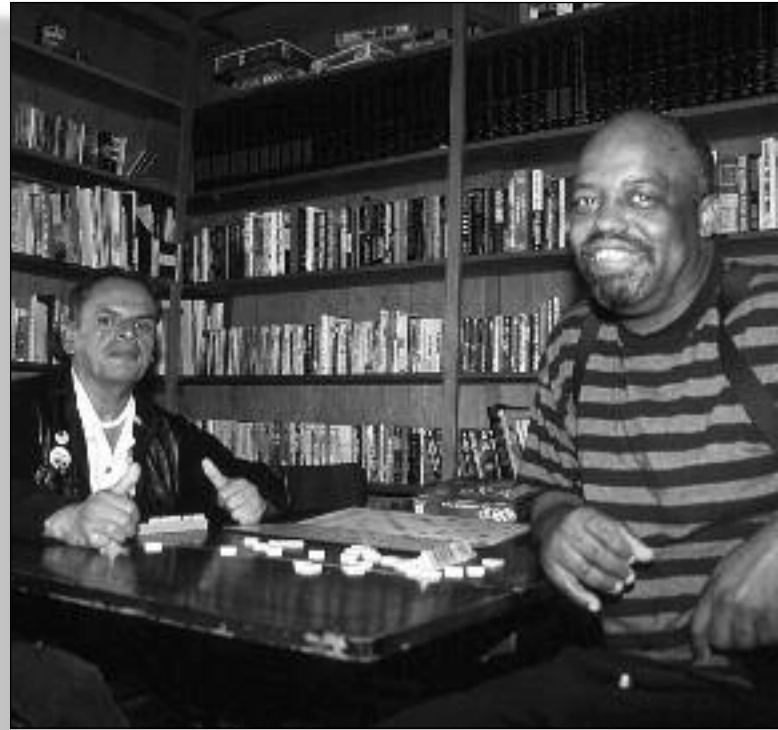
Whenever you make a big change in your life, you must plan ahead. Moving into supported living is just like any other big change. You need to give yourself plenty of time to prepare before you make the move. You will need at least six months and maybe as much as a year to do all the things you need to do. Let's look at what some of these things are.

**Deciding where you want to live.** It may take a long time to look around and decide what kind of a place you'd like to live in and where you'd like it to be. First of all, you will want to find a place that is not outside of your budget and you will want it to be in a safe neighborhood. You need to decide if you want to live close to your family or your job, close to shopping, or close to friends or places in the community that you visit often. You probably will want to be close to a bus line. Some people like to have a house with a yard so they can plant flowers or have a vegetable garden. Some people want to have a pet like a cat or a dog. You need to think about all of these things when choosing a place to live.

**Finding a roommate.** Most people in supported living have a roommate and it often takes a while to find someone you want to live with. If you can't afford to pay all of the rent by yourself, you will need to find a roommate before you move into your own place so you can share the expenses from the very beginning.

**Learning a few important independent living skills.** Having a few more basic skills may make your transition from where you are now to supported living smoother. For example, if you know how to cook a few simple meals before you move, you will be much better off than if you have to depend on other people for this. If nothing else, you will be able to eat when you're hungry rather than waiting for someone else. If you know where the local stores are, you will be able to do your own shopping right from the start.

**Getting furniture and supplies.** If you move into your own place, you will need your own furniture, dishes, pots and pans for cooking, and other things such as sheets and towels. It may take you a while to get all the things you need. You will probably get some of these things from your family or friends, but you may also need to buy some. Garage sales and flea markets are good places to look for things like this. And don't forget, you might need to save money to pay someone to move you into your new home, if you do not have friends or family who can help you with moving.



As you can see, there are lots of things to do and lots of things to think about when you decide you want to move out on your own. Just remember to give yourself time and don't think you have to do everything at once. Remember also that lots of people around you will be willing to help you plan your exciting move.

**What does HOPE have to do with supported living?** Harbor Regional Center works very closely with an organization called Home Ownership for Personal Empowerment, or HOPE, that provides affordable housing for HRC clients. HOPE buys houses and condos, fixes them up, and rents them at low rates to clients of Harbor Regional Center. (The rents are usually not more than about one-third of the renter's monthly

income.) In the year 2002, more than 70 adults with developmental disabilities were living in HOPE homes in Torrance, Long Beach, Lakewood and Bellflower. A special feature of these homes is that every resident has his or her own bedroom. Because the homes are owned by an organization set up only for this purpose, HOPE offers greater stability than most other community-based options. In other words, HOPE will most likely always be there for clients. If you would like to learn more about this program, ask your regional center Counselor to put you in touch with HRC's housing specialist.



## HOW DO I LEARN MORE?

If you are interested in learning more about supported living or anything else discussed in this booklet, talk to your Harbor Regional Center Counselor. Ask her to arrange for you to talk with some supported living service providers so you can learn more about what services and supports are available.

Probably one of the best ways to help you decide whether you want to try supported living is to talk to some HRC clients who have been living this way for awhile. They can tell you about some of the challenges they had achieving their dream of living on their own. They can also tell you about how their lives changed as they became more independent. In the back of this booklet you will find a checklist of questions that you could ask of people in supported living. Also in the back of this booklet is a checklist of questions you might want to ask of the supported living service providers you talk to.

*AND FINALLY...*Remember what we said at the beginning of this booklet: It's OK if you don't want to live on your own, but you shouldn't be afraid to try. If you do decide to try, you'll have lots of help.

Harbor Regional Center

# Guidelines for Supported Living Services

This document describes Harbor Regional Center's guidelines for supported living services. The guidelines reflect what supported living clients, their family members, regional center staff, and service providers have told us an ideal service would be like. Since the guidelines describe an ideal, we do not expect supported living services to be able to satisfy them all, currently. We do expect, however, that our supported living providers will work in partnership with us in the coming years to move their services steadily closer to the ideal.

Underlying these guidelines is the principle of client self-determination. People with disabilities make their own choices about how they live their lives, and these choices are respected. The primary purpose of supported living is to give clients the help they need to become as independent as possible and achieve the outcomes they choose for themselves. Client choice guides supported living services as long as these choices do not pose a threat to the client's health or safety.

## MISSION

- The supported living service's (SLS) mission statement specifically promotes respect for people with disabilities and participation of these people in the community.
- SLS instructors know the mission statement and can explain how it affects what they do with clients.

## CLIENT RIGHTS AND RESPONSIBILITIES

- Clients are entitled to receive supported living services without regard for their abilities and personal characteristics.
- The client's training and support schedule is set up to accommodate his needs and preferences.
- The client has the major role in selecting his SLS instructor and may request a change if he believes the match is not a good one.
- The client does not have to move out of his home if he requests a different SLS provider.
- The SLS asks the client to evaluate his relationship with his instructor and tell whether he is satisfied.
- The client knows the process for contacting the supported living service directly if he has concerns or is dissatisfied with his instructor.
- The SLS instructor makes sure that everyone supporting the client understands that the non-conserved client directs the services.
- The client gives consent before the SLS instructor talks to family members about the client's life.
- If the client wants his family to be involved in his life, the SLS instructor helps the client find appropriate ways for the family to do this.

## **CLIENT-INSTRUCTOR RELATIONSHIP**

- If a client's SLS instructor is temporarily not available to work with him, the client receives services from a backup instructor whom he knows.
- If there is a need to change a client's SLS instructor, the client's regional center Counselor is involved to help the client make a smooth transition.
- The client and the SLS instructor communicate using the client's preferred language and method of communication.
- The client is able to contact his instructor or someone else from the SLS at any time through a pager or other messaging service.

## **CLIENT TRAINING AND SUPPORT**

- The client receives assessment, training, and support as necessary, to help him do the following:
  - Stay safe from harm
  - Stay healthy
  - Get his bills paid and meet his other financial responsibilities
  - Develop and keep friendships and other personal relationships
  - Engage in activities of his choice at home and in the community
- A client who is a parent is helped to develop skills that will make her a better parent.
- A client is given a reasonable opportunity to master each skill and activity that he chooses as a goal.
- The SLS instructor helps the client interview potential roommates and screen, hire, and terminate personal attendants.
- The client participates in selecting his roommate.
- The SLS instructor maintains regular contact with the regional center, including attending the client's annual regional center planning meeting, attending quarterly review meetings, and submitting regular reports on the client's progress.
- The SLS instructor knows the client's medical needs and knows whom to contact for consultation about medical issues.

## **SLS INSTRUCTOR TRAINING AND SUPPORT**

- SLS instructors receive initial employment training that includes:
  - Communication skills
  - Conflict resolution
  - Teaching techniques
  - Basic principles of how people learn
  - Assistive technology and how it may be helpful
- The SLS ensures that information about generic programs such as IHSS, SSI/SSA, HUD, and mental health services is readily available to instructors.
- The SLS instructor earns at least 150% of minimum wage.



- The SLS instructor is paid for at least 6 hours per month of non-direct care activities such as training and supervision.
- SLS instructors are encouraged to attend outside training conducted by the regional center or other organizations.
- Each SLS instructor is observed regularly in the community by his immediate supervisor.
- Each manager of the SLS observes staff in the community at least once a month.

## **QUESTIONS TO ASK PEOPLE IN SUPPORTED LIVING**

1. How long have you lived in supported living?
2. What do you like about supported living? What don't you like?
3. What kinds of services and supports do you receive?
4. Does your supported living service provider do a good job of helping you find services and supports?
5. Do you have a roommate? Do you do things with your roommate at home like cooking and cleaning?
6. Do you do things in the community with your roommate like go out to eat, go out for coffee, go to the movies, or go shopping?
7. What do you do during the day?
8. What do you do for fun?
9. How do you use the community (for example, do you go to church, health club, stores, post office, the library)?
10. Have you been able to make friends?
11. Are you able to see your friends when you want to?
12. What have you learned to do in supported living?
13. Would you ever want to go back to living the way you did before? Why or why not?

## **QUESTIONS TO ASK SUPPORTED LIVING SERVICE PROVIDERS**

1. What kinds of services do you provide to people?
2. What kind of training do you provide to clients?
3. What are some of the living arrangements your clients live in?
4. What kinds of things do clients do during the day?
5. How are clients involved in their neighborhoods?
6. What kinds of things do clients do for fun?
7. Do your clients receive support from different providers? What other providers do you work with?
8. What kinds of natural supports do your clients receive?
9. How do you handle emergencies?
10. What would happen if I didn't want some of the supports or services you suggest?



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**It's All About**

# **OPTIONS**

**Living Alternatives For Adults  
With Developmental Disabilities**



**HARBOR  
REGIONAL  
CENTER**

# At Harbor Regional Center, we have a vision for the future.

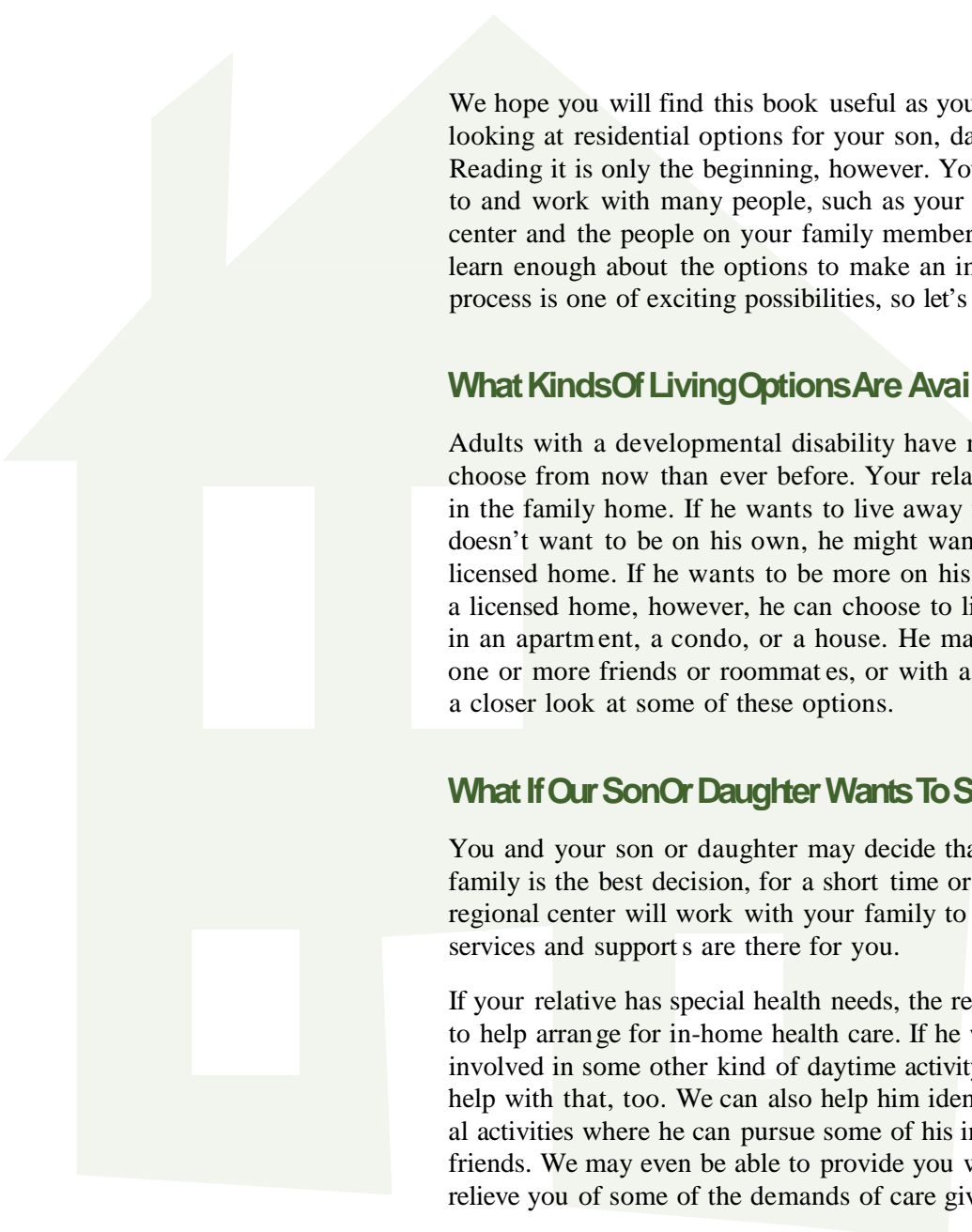
*Adults with developmental disabilities live in the residence of their choice – with their families, with friends, or alone. They engage in activities of their choice – work, volunteering, education, or socializing. They have meaningful relationships with friends and co-workers. They are seen as valuable, contributing members of their communities.*

As you can see, in our vision adults with developmental disabilities have living options just like all people. Fortunately, just about everyone with a developmental disability has a variety of good living options. The challenge for the person and his family is to evaluate those options to decide which one is right for him at that particular time in his life.

This booklet was written for families of adults with developmental disabilities, to answer the questions that families often ask about living arrangements. In it, we describe the different kinds of options that are out there and discuss how people are supported in different settings.

The booklet also includes a section on rights of people with developmental disabilities. The section covers the basic rights that everyone with a developmental disability has, as well as the additional rights of people living in licensed homes and people living on their own in supported living.





We hope you will find this book useful as you begin the process of looking at residential options for your son, daughter, or other relative. Reading it is only the beginning, however. You will also need to talk to and work with many people, such as your Counselor at the regional center and the people on your family member's planning team, to learn enough about the options to make an informed decision. The process is one of exciting possibilities, so let's begin.

### **What Kinds Of Living Options Are Available?**

Adults with a developmental disability have more living options to choose from now than ever before. Your relative can continue living in the family home. If he wants to live away from the family but doesn't want to be on his own, he might want to try living in a licensed home. If he wants to be more on his own than is possible in a licensed home, however, he can choose to live with some supports in an apartment, a condo, or a house. He may live alone, or with one or more friends or roommates, or with a loved one. Let's take a closer look at some of these options.

### **What If Our Son Or Daughter Wants To Stay With The Family?**

You and your son or daughter may decide that living at home with the family is the best decision, for a short time or a longer time. If so, the regional center will work with your family to make sure the necessary services and supports are there for you.

If your relative has special health needs, the regional center may be able to help arrange for in-home health care. If he wants to find a job or get involved in some other kind of daytime activity, the regional center can help with that, too. We can also help him identify social and recreational activities where he can pursue some of his interests or make new friends. We may even be able to provide you with respite assistance to relieve you of some of the demands of care giving.

**Financial Assistance.** Adults with developmental disabilities who live at home with their family are generally eligible to receive Supplemental Security Income (SSI) to help pay their living expenses. They are also usually eligible for Medi-Cal to pay their doctor, hospital, and other medical bills. If they have a job and receive a paycheck, they may use this money any way they choose. Depending on their income from their job, however, their SSI may be reduced.

If a person needs some type of special service (e.g., personal care assistance), financial support may be available through the In-Home Supportive Services (IHSS) program. The regional center may provide other services if they are not covered by sources such as private insurance, Medi-Cal, or IHSS.

If you would like more information about SSI or IHSS, ask your Counselor or visit the HRC Resource Center for copies of the “Making It Happen” booklets describing these programs.



## What About Living In A Licensed Home?

A licensed home is a place where a group of people with developmental disabilities live together. Usually, between two and six people live in this kind of home. Clients either share a bedroom with one other person, or they have their own bedrooms.

Staff members in licensed homes offer 24-hour care and supervision and make sure clients get meals and take their medication. They provide support when residents need it and help residents learn skills they need to make them more independent. For example, if a client needs help with self-care such as bathing or dressing, the staff will provide that support. If he wants to learn a skill such as cooking or cleaning so he can become more independent, staff will help with that, too.

Staff in all licensed homes make every effort to ensure that the residents participate in the life of the neighborhood and surrounding community as much as possible. They also encourage families to remain fully involved with their sons or daughters living there.

If your family member lives in a licensed home, the staff there have a responsibility to help him do the things he wants to do. It's his home and he should be happy there. For example, he will be involved in things such as:

- decorating his own bedroom
- helping to decide what food will be served at the residence
- doing things he likes to do in the community
- seeing his friends and family when he wants to

All in all, he should have lots of opportunities to make decisions for himself about how he lives his life in his home and in the community.



Homes are licensed either by the California Department of Social Services' Community Care Licensing Division, or the California Department of Health Services. Community Care licensed homes generally provide basic care and supervision, but some are designed especially for people with specific needs. For example, some are set up for people with physical disabilities or medical needs, and some help people with behavior challenges.

If your relative has significant health or medical needs, he could be served in a home licensed by the state Department of Health Services. These homes are treatment-oriented. Residents receive ongoing supervision by a nurse, physician, or other health care professional, according to their individual needs. Residents may also receive services from clinical staff specializing in physical, occupational, or speech therapy.

**Financial Assistance.** If your adult son or daughter lives in a Community Care Home, he or she will probably be eligible to receive Supplemental

Security Income (SSI) and Medi-Cal. The SSI will go directly to the home to cover the cost of care, although it may not cover the full amount. The regional center receives money from the state to pay for what SSI does not cover. Medical care (doctors, hospitals, medications) is paid for by Medi-Cal.

Costs of care in health-licensed homes are usually paid entirely by Medi-Cal. If a client is not eligible for Medi-Cal but has special health-care needs, then it is possible that the regional center would pay some or all of the cost of this type of home.

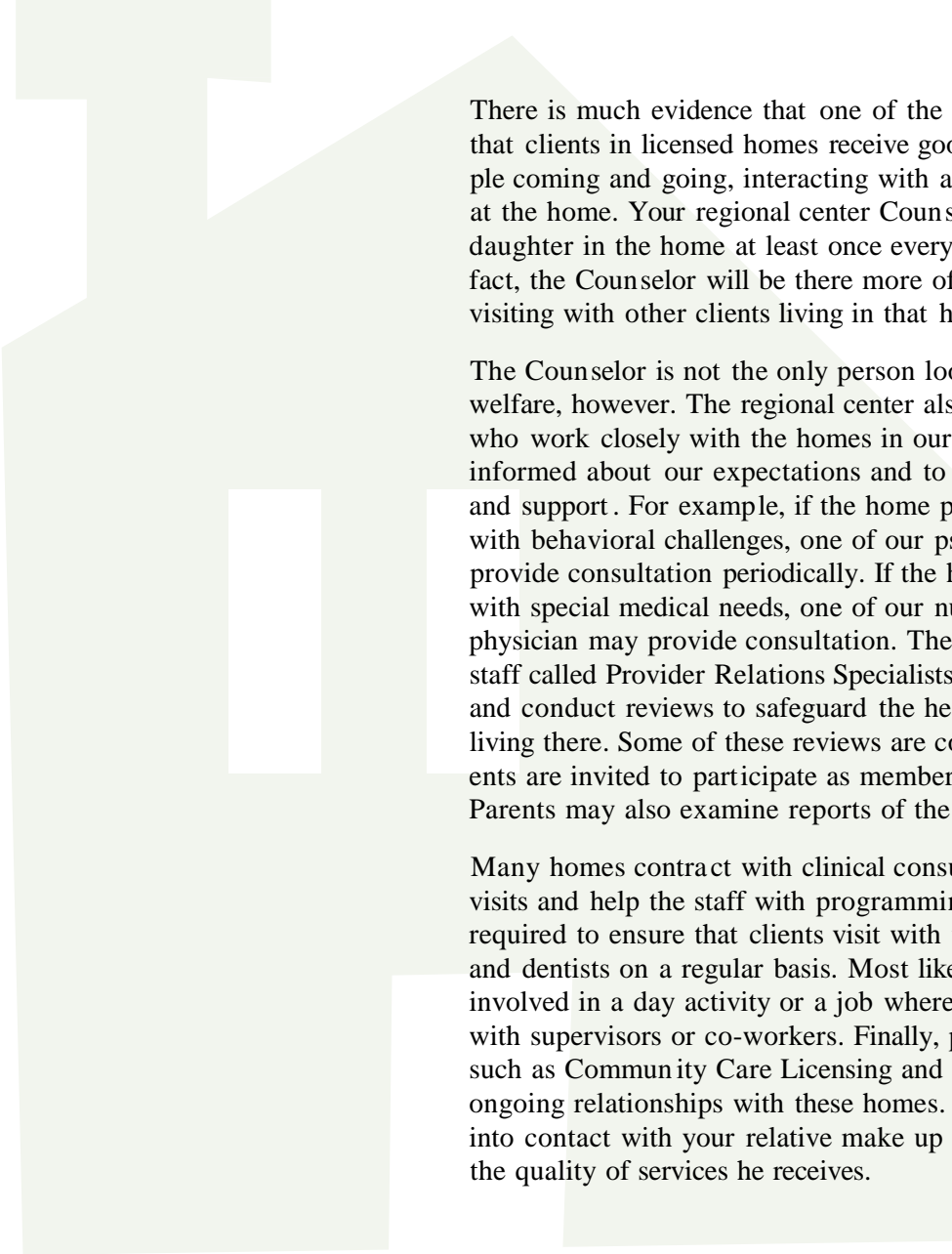
**Personal and Incidental Funds.** Residents of licensed homes receive a monthly sum to cover “personal and incidental” (P&I) expenses. P&I funds may be used for clothing, entertainment, or whatever else the person chooses.

## How Do We Know Our Relative Will Receive GoodCare In A Licensed Home?

Naturally, you wonder about the quality of care that your son or daughter would receive if he or she lives in a licensed home. At Harbor Regional Center, our primary concern is for the health and welfare of our clients. Because of this, we created a special program – called “Expectations and Aspirations for Group Homes” (located at the end of this booklet) – through which licensed home service providers are encouraged and assisted to continually raise the quality of their services above that required by law and regulation.

After consulting with many groups of people, including parents, adult clients, residential service providers, and regional center staff, we created a set of best practice guidelines that identify the kinds of things that people would expect to see in the best homes. We work with service providers to help them achieve the best practices, and we evaluate services on how well they have done. The results of these evaluations are available to families.





There is much evidence that one of the most effective ways to ensure that clients in licensed homes receive good care is to have lots of people coming and going, interacting with and talking to the residents at the home. Your regional center Counselor will visit your son or daughter in the home at least once every three months. Usually, in fact, the Counselor will be there more often, because she will be visiting with other clients living in that home.

The Counselor is not the only person looking out for your relative's welfare, however. The regional center also has a staff of specialists who work closely with the homes in our area to keep them well informed about our expectations and to provide ongoing training and support. For example, if the home provides care for individuals with behavioral challenges, one of our psychologists may visit and provide consultation periodically. If the home provides care for people with special medical needs, one of our nurses, a pharmacist, or our physician may provide consultation. The regional center also employs staff called Provider Relations Specialists who visit homes regularly and conduct reviews to safeguard the health and welfare of the people living there. Some of these reviews are conducted by teams, and parents are invited to participate as members of the review teams. Parents may also examine reports of the reviews.

Many homes contract with clinical consultants who make regular visits and help the staff with programming. Licensed homes are also required to ensure that clients visit with their primary care physicians and dentists on a regular basis. Most likely, your relative will be involved in a day activity or a job where he will interact regularly with supervisors or co-workers. Finally, professionals from agencies such as Community Care Licensing and Health Care Licensing have ongoing relationships with these homes. All these people who come into contact with your relative make up the system that monitors the quality of services he receives.

In addition to all of the people mentioned, you will be encouraged to maintain an active role in your relative's life when he is living away from your home. Your observations are most important and we will count on you to let us know if you see anything that would require us to increase our assistance to the home. In case you have a concern or see something that requires follow-up, we are only a phone call away. Our staff respond promptly to all calls alerting us to potential problems or a need for intervention.

## What Is Supported Living?

In supported living, people with disabilities live in their own homes, apartments, or condos in the community. Most of the time they pay rent, but sometimes they may even buy the place where they live. People in supported living may live alone, with a loved one, with a friend, or with a roommate.

The purpose of supported living is to give people with disabilities the help they need to live as independently as possible in the community. Anyone, regardless of his level or type of disability, may live in the community, but almost everyone needs some kind of help to do this successfully. The regional center assists people to find the right help.

A person wanting to live on his own may need help learning to cook, to clean house, or to ride the bus. Most people, however, also need ongoing support. This may include, for example, assistance and support to make sure their bills are paid on time and to maintain their health.

Some of the support that people with developmental disabilities need in order to live on their own may be the kinds of things that friends or family members can do. This kind of support is called "natural support." For example, friends may take a person to church or synagogue. Parents, brothers, or sisters may help them get furniture for





their new place or help them learn to cook. For the things that families or friends cannot do, a supported living service provider helps the person learn how to do these things as independently as possible.

**Financial Assistance.** It is very important for people who choose supported living to understand that they need to have enough income each month to pay for their rent, utilities, food, and other regular expenses. People living on their own may receive SSI benefits, they may have income from a job, or they may have both. Whatever the source(s) of income, the funds must cover the person's monthly living costs.

The medical care of people in supported living is usually paid for by Medi-Cal or, if they have a job with benefits, by their private medical insurance. People with physical disabilities or other special needs who require someone to come into their home to give personal assistance can receive services through the In-Home Supportive Services (IHSS) program.

**HOPE.** Harbor Regional Center works very closely with a non-profit corporation that provides special residential opportunities for people who choose supported living. The organization is called Home Ownership for Personal Empowerment, or HOPE. HOPE buys residential properties – single-family homes, duplexes, and condominiums – fixes them up, and rents them at below market rates to clients of Harbor Regional Center. (The rents are usually not more than 30% of the renter's monthly income.) In the year 2002, more than 70 adults with developmental disabilities were living in HOPE properties in Torrance, Long Beach, Lakewood, and Bellflower. A special feature of these homes is that every client has his or her own bedroom. Because the homes are owned by a corporation set up solely for this purpose, HOPE offers greater stability than most other community-based options. If you would like to learn more about this program, ask your regional center Counselor to put you in touch with HRC's housing specialist.

## How Do We Choose The Right Living Arrangement?

Choosing a living option for an adult is no different from making any other important life decision. You and your family member need to think about his immediate and longer term life goals, gather information about the options you are considering, and see which option is the best match in view of his preferred future.

As when taking other major steps, it's important to take some time so that you can make the best decisions. Many families begin the process of considering living options a number of times before their son or daughter actually makes a move to a licensed home or supported living. In addition, many service and support programs have waiting lists, so you need to start planning at least a year before your relative expects to make a change in living arrangements. Be sure to give yourself plenty of time.

If you want to investigate community living options for your son or daughter, it is especially important for you to talk to your regional center Counselor. She will probably suggest that you discuss the possibilities at the time of the annual Individual/Family Service Plan meeting. At that time, you may want to include the people who can play specific roles in your family member's life on his planning team to help ensure that his move to the community is successful.

Once you've talked with your Counselor and involved the planning team, you will have a better idea of what kind of living arrangement would work best – based on what your son or daughter wants, likes and needs, and what supports are available. There are as many possibilities as there are people.

If your decision is that a licensed home is the best for your relative, you should try to attend Harbor Regional Center's program called "Rainbow of Choices" to learn even more about options. Your Counselor can assist you in visiting a home or homes that may be appropriate for your relative.

If the decision is to try supported living, the client must choose a supported living service provider. This agency will work with the client and you to determine what supports he needs and how they will be provided. Your HRC Counselor will probably suggest a few service providers with whom you can meet before making a choice. It is a very good idea for you to meet with them all. The supported living service provider will play a very big role in the life of your son or daughter. For more information on supported living and help in the planning process, see the regional center booklet, “Living On Your Own: A Guide To Supported Living Services.” It’s available in the HRC Resource Center.



It is important for families to remember that planning a future is not a once-and-for-all kind of thing. A person’s ideas about what he wants will probably change over time. Changes will occur as the person learns more about his hopes, talents, needs, and responsibilities. For example, a person may decide to live in a licensed home now, but decide to try supported living a couple of years from now.

### **How Do We In The Family Prepare Ourselves For The Move?**

All families need to prepare emotionally for a change as significant as a son or daughter moving out of the home. When a son or daughter leaves home, families experience many emotions, including sadness and sometimes guilt. They wonder whether their child will be safe and well cared for, and whether he will still be eager to spend time with family and old friends. Parents who have devoted most of their time and attention to child rearing may, in addition, be at loose ends regarding what they want to do once that part of their work has been completed.

If you experience any of these emotions, you may find it helpful to talk to other regional center families who have dealt or are dealing with a relative leaving home. The best way to do this is to join a support group. For information on support groups, talk to your regional center Counselor or contact HRC's Resource Center.

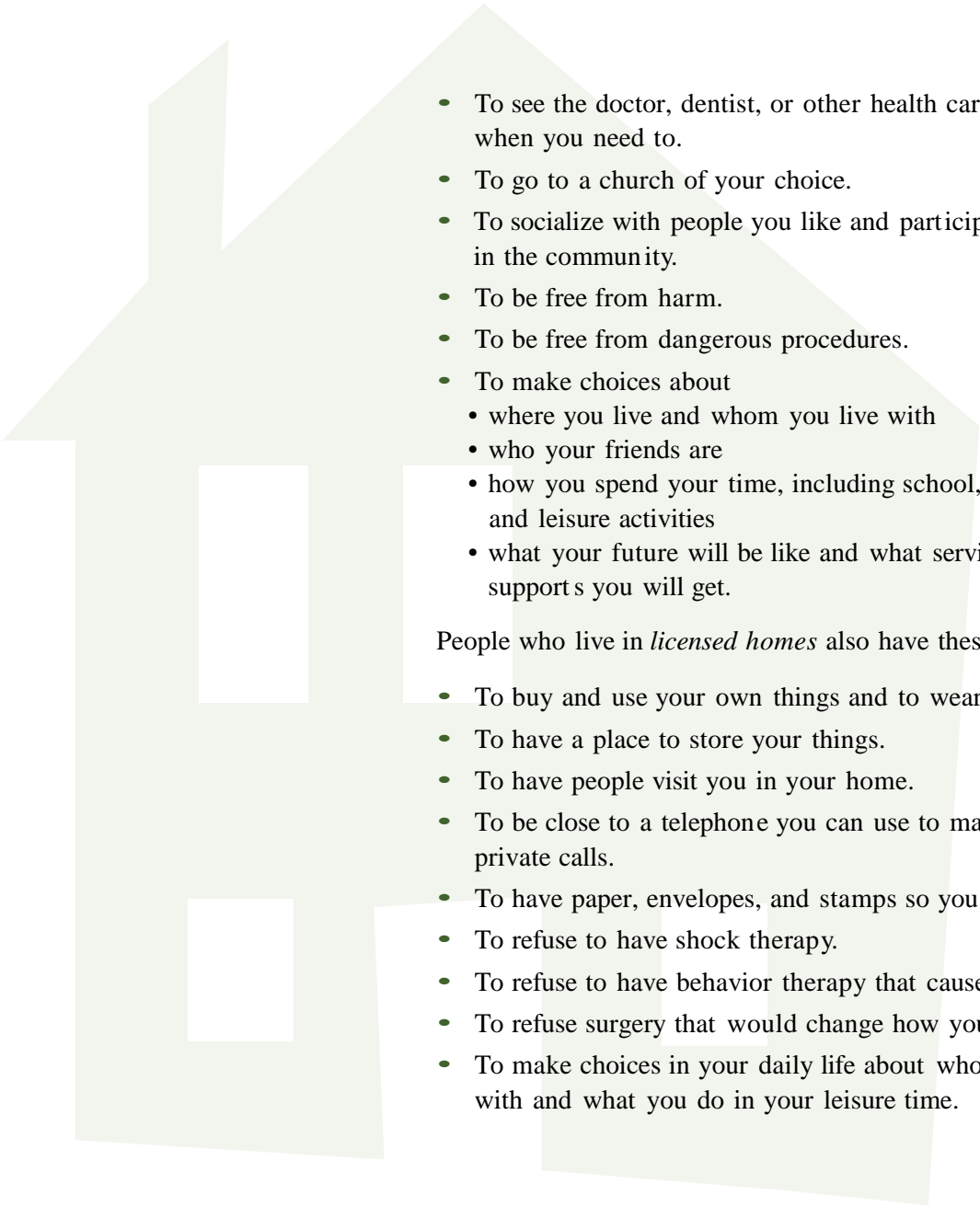
Whatever your family's decision about where your relative will live, it is most important that the decision be *informed*. Informed decisions require time and complete information. You should take enough time to investigate fully what the options are, and the advantages and disadvantages of each of them for your family member at that time in his life. Plan ahead, make many visits to different kinds of living arrangements, talk to service providers, talk to clients who are living in different settings, and talk to their family members. Careful planning will ensure that your family makes the best decision, both for you and for your loved one.

## **Rights of People with Developmental Disabilities**

The law in California says that people with developmental disabilities have rights. Certain rights apply to everyone. Additional rights apply to you if you live in a licensed home or in a supported living setting.

*Everyone with a developmental disability* has the following rights:

- To receive services and supports that help you become as independent as possible. These services and supports should be provided in the least restrictive setting. This means you make your own rules about how you live as long as your decisions do not put you or someone else in danger, or interfere with the rights of other people.
- To have privacy and to receive help from people who are kind to you and respect you.
- To go to public school until you are 22 years old.

- 
- To see the doctor, dentist, or other health care professional when you need to.
  - To go to a church of your choice.
  - To socialize with people you like and participate in activities in the community.
  - To be free from harm.
  - To be free from dangerous procedures.
  - To make choices about
    - where you live and whom you live with
    - who your friends are
    - how you spend your time, including school, job, and leisure activities
    - what your future will be like and what services and supports you will get.

People who live in *licensed homes* also have these other rights:

- To buy and use your own things and to wear your own clothes.
- To have a place to store your things.
- To have people visit you in your home.
- To be close to a telephone you can use to make and receive private calls.
- To have paper, envelopes, and stamps so you can write letters.
- To refuse to have shock therapy.
- To refuse to have behavior therapy that causes pain or injures you.
- To refuse surgery that would change how your brain functions.
- To make choices in your daily life about whom you spend time with and what you do in your leisure time.

- To tell the regional center how satisfied you are with the services you receive and have this information taken into account when decisions are made.

People who live in *supported living* also have these rights:

- To decide where you live and whom you live with.
- To decide how your home looks, how it's decorated, and how it's arranged.
- To choose who provides your support services.
- To help develop your Individual/Family Service Plan so the services and supports you receive are what you want and what you need.
- To receive services that are right for your changing needs and wishes, without having to leave your home.
- To tell the regional center how satisfied you are with the services you receive and have this information taken into account when decisions are made.
- To end a service without having your decision make you lose other services you are getting from the regional center.
- To receive the information you need to make important life decisions.







## Harbor Regional Center Expectations and Aspirations for Group Homes

### **Serving People with Developmental Disabilities**

This document describes Harbor Regional Center's expectations and aspirations for group homes. It reflects what clients, family members, regional center staff, and service providers have told us a good group home should be like. We look forward to working in partnership with our homes in the coming years to help them move their services steadily closer to these expectations and aspirations.

Basic to these guidelines is the principle of client self-determination. This means that people with disabilities make their own reasonable choices about how they live their lives, and these choices are respected by people around them.

A goal of all group homes is to help clients become as independent as possible and achieve the objectives they choose for themselves. Client choice guides services as long as these choices do not pose a threat to the client's health or safety or infringe on the rights of others.

### **Mission**

- The group home's mission statement promotes respect for people with disabilities and participation of people with disabilities in the community.
- Group home staff know the mission statement and can explain how the mission affects what they do with clients.

### **The Client's Support Network**

- The client is helped to develop a reliable network of natural supports, including family, friends, and other people in the community.

- Clients and their families are encouraged to maintain contact with one another.
- A non-conserved adult gives his consent before staff communicate with his family about the client's life.
- Staff develop ways for the family to be involved in the client's life if that is what the client and family both want.
- Staff educate the community about people with developmental disabilities in order to increase community awareness and acceptance.
- Staff involve clients in activities that increase their interactions with people in the community.
- If a client is going through a major change at home, at work, or in the day program, staff work with the regional center Counselor and other people in the client's support system to help the client deal with the change.

### **Staff-Client Interactions**

- Staff use positive approaches in all interactions.
- Staff treat the client with respect.
- Staff know the clients' likes and dislikes, goals and dreams.
- Staff know what outcomes each client is working to achieve in the home.
- A staff person attends the client's annual regional center planning meeting and the annual ISP (for clients attending day activities) or IEP (for clients in school).
- Staff know what medications clients are taking, what the medications are for, and their side effects.
- The client and staff members communicate using the client's preferred language and method of communication.

### **Training and Support**

- Clients receive training and support to help them:
  - stay healthy,
  - stay safe from harm,
  - develop and maintain friendships and other social relationships,
  - make choices about how they live in the home and what they do in the community, and
  - get around in the community (including using public transportation).
- The group home gives clients access to computers.

### **Asking for Feedback**

- Staff ask clients whether they are happy with the services they receive from the group home.
- Staff ask family members and other people important to clients how well they are helping clients.
- The group home makes changes in services as a result of what clients and others tell them.

### **Client Choice and Self-Determination**

- A client's choices are reflected in his everyday life in at least the following ways:
  - individualized schedule and daily activities,
  - bedroom space that is individualized with personal items, pictures, and other decorations,
  - individualized and appropriate hair style, and
  - individualized and appropriate clothing.
- Clients have choices in meal and snack selection.
- Clients receive individualized training and support to help them express their opinions and advocate for themselves.

- The group home provides support for a client council that meets regularly.
- The client council makes decisions or takes actions that affect the lives of the people who live in the group home.

### **Home Environment**

- The home is in a safe neighborhood .
- The home is designed for four or fewer clients.
- Each client has a private room.
- In homes where clients share bedrooms, they are free to change room-mates if the new pairings are appropriate and compatible.



### **Staff Training and Support**

- Staff are paid at least 150% of minimum wage.
- Staff receive medical and leave benefits.
- Staff members are paid for a minimum of 2 hours per month to participate in training.
- Staff receive initial training that includes:
  - basic methods of interaction and communication with clients,
  - the principle of dignity of risk,
  - assistive technology and how clients may benefit from the use of appropriate adaptive devices,
  - how to recognize signs of pain, other discomfort, or illness in residents.
- Staff are encouraged to attend outside training conducted by the regional center or other organizations.
- Staff are given access to computers.
- The group home management has instituted specific actions in an attempt to keep staff turnover low.



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# **REGIONAL CENTER POLICIES**

## **Harbor Regional Center Service Policy**

### **EMPLOYMENT FIRST**

#### **DEFINITION:**

“Employment” is defined as regular or customized employment in the workforce

- ⊙ Where employees with disabilities are included on the payroll of a competitive business or industry
- ⊙ Where the assigned employment tasks offer at least minimum or prevailing wages and benefits
- ⊙ Where there are ordinary opportunities for integration and interaction with co-workers without disabilities, with customers, and with the general public.

#### **PHILOSOPHY:**

*Harbor Regional Center opposes segregated employment and subminimum wage for people with intellectual and other developmental disabilities; we seek to promote public policy:*

- ⊙ That restricts the expenditure of public funds to businesses who segregate employees with disabilities from the general workforce;
- ⊙ That ends the ability of employers to pay employees with disabilities a sub-minimum wage;
- ⊙ That discontinues programs that emphasize moving young adults from the classroom to a segregated or sub-minimum wage employment environment.

*Harbor Regional Center seeks to promote and facilitate integrated and comparable wage employment alternatives:*

- ⊙ That strengthen existing and create new government tax incentives for employers to hire employees with disabilities into integrated environments at comparable wages.
- ⊙ That assist employees with disabilities to find employment in the general workforce in jobs that they choose.

*Harbor Regional Center believes the essential ingredients needed to advance competitive integrated employment for people with developmental disabilities are:*

- ⊙ A fierce commitment to make this happen;
- ⊙ A secondary school education which focuses on the development of functional employability skills, early work experiences, mobility training and a competitive employment goal.
- ⊙ Frequent and strong collaboration between the regional center, the local education agencies, the department of rehabilitation, clients and families.
- ⊙ Internship opportunities such as those provided through Project SEARCH to create opportunities for real world skill development for students as they transition out of school into the world of work.
- ⊙ Post-secondary programs that provide support for students in certificate and degree programs fully integrated with typical students.
- ⊙ Organized support from the business community.
- ⊙ Public relations activities designed to showcase successful partnerships with the business community.
- ⊙ Supporting families early to foster and build high expectations for their children

**POLICY:**

*Harbor Regional Center believes that employment should be the first priority and preferred option for adults with intellectual and other developmental disabilities and is fiercely committed to expecting, encouraging, providing, creating and rewarding integrated employment in the workforce at minimum or competitive wages and benefits. Accordingly:*

- ⊙ Employment opportunities in fully integrated work settings at or above minimum wage shall be the first and preferred option explored in the service planning for working age adults with intellectual and other developmental disabilities.
- ⊙ Working age adults with intellectual and other developmental disabilities who are being supported in segregated work settings and/or in settings where they receive sub-minimum wages will be encouraged to transition to fully integrated work settings where they may be paid at prevailing rates.
- ⊙ Harbor Regional Center will not recommend segregated work settings or sub-minimum wage work opportunities for youth and adults with intellectual and other developmental disabilities who are seeking employment.
- ⊙ Working age adults who choose non-work day activity options will be encouraged to select those options which provide maximum opportunity for volunteering and other activities which take place in integrated settings.
- ⊙ For those who successfully achieve the goal of employment in an integrated setting, future service planning must focus on maintaining employment as well as the consideration of additional career or advancement opportunities. For those not yet achieving employment, annual service planning must include and reflect employment opportunities as the first and priority service option explored.

Approved by the HRC Board of Trustees March 17, 2015



**POLICY AND PROCEDURES**

/ X / Purchase Of Service / / Agency Operations

/ X / DRAFT REVIEW DATES:

NEW Guideline

/ / Final P &amp; P

Effective:

Date of Next Review:

	Habilitation Services
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ELARC is committed to identifying strategies, best practices and incentives to increase integrated and gainful employment opportunities for people with developmental disabilities.

**I. DEFINITIONS:**

Habilitation services (WIC 4851) means community-based services purchased or provided to an adult with a developmental disability. It includes services provided under the Work Activity Program and the Supported / Customized Employment Program proposed to prepare and maintain the individual at the highest level of vocational functioning, and/or to prepare the individual for referral to vocational rehabilitation services.

- Competitive Employment (Chapter 1, 7006.3):** is defined as work in the competitive labor market that is performed on a full-time or part-time bases in an integrated setting; and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.
- Customized Employment** is defined as individualizing the employment relationship between an individual seeking employment and employers in ways that meet the needs of both. It is based on a personalized determination of the strengths, requirements, interests, and ideal employment conditions of an individual with a disability, and is also designed to meet the specific needs of the employer. Customized Employment is not a program but rather a set of principles and strategies that result in employment. It may

## **EMPLOYMENT FIRST POLICY**

### **POLICY**

Inland Regional Center states that integrated employment will be the first option for every working age adult IRC supports, regardless of the severity of their disability.

### **PURPOSE**

It is the standard of California that integrated employment shall be given the highest priority for working age individuals with intellectual and developmental disabilities, regardless of the severity of their disability. Furthermore, integrated employment is intended to be the first option considered. Inland Regional Center's (IRC) mission includes the promotion of normalization and inclusion into the everyday routines of community life. Consistent with state law and its mission, IRC has developed this Employment First Policy.

### **PROCEDURES FOR POLICY COMPLIANCE**

- Consumers have the opportunity and support to work in employment settings that are meaningful, are valued by the community and are appropriately compensated.
- Consumers have the right to make decisions about all aspects of their lives.
- Consumers live, work, learn and recreate in settings which maximize opportunities to be with persons not paid to be with them.

### **STANDARDS**

The intended outcome of this policy and the implementation of supports that may be needed will lead to a significant increase in:

- The number of individuals with intellectual and developmental disabilities who engage in integrated employment, self-employment and microenterprises, and
- The number of individuals who earn wages at or above minimum wage and
- The number of transition plans which include employment outcomes and services for students with intellectual and developmental disabilities who are 14 years of age or older.

### **STATUE**

Assembly Bill 1041, also known as the Employment First Policy, amended Sections 4646.5 and 4868 of the Welfare and Institution Code, and assed Section 4869, effective January 1, 2014.



# Frank D. Lanterman

## REGIONAL CENTER

**TITLE:** Employment and Adult Day Services

**DOCUMENT:** Service Standard

**DATE REVISED:** Approved by the Board of Directors on February 24, 2010.  
Approved by the Department of Developmental Services on July 23, 2010

Typically, clients become eligible for employment and adult day services through the regional center at age 22.

### **Employment**

There is a strong societal value placed on employment. Further, the California legislature, through the **Employment First** policy (California Government Code Section 19230), has identified employment as the primary goal for working age adults with developmental disabilities. Therefore, the regional center actively promotes supported or competitive employment and clients who are able to work are expected to work.

Work opportunities for people with a developmental disability, in order of their level of integration, include competitive employment, individual supported employment, group supported employment, and workshops. The regional center assists clients in gaining employment at the highest level of integration consistent with their abilities and interests.

### **Adult Day Services**

Clients who need a greater level of support than is available in a work setting, who retire from work, or who are not eligible for employment may participate in a day activity. For clients who are employed part-time, the regional center may provide funding for a day activity to supplement the hours of employment.

Day services are intended to provide clients who do not work with the opportunity to have a pattern of life similar to non-disabled individuals by providing them with planned activities for up to 30 hours per week.

## Integrative Employment Services

### *Definition*

Integrative Employment service models provide highly individualized support that leads to meaningful paid work in natural work environments. These models have proven extremely successful for employment placement of persons with developmental disabilities, including those with severe and multiple challenges. Agencies providing this service tend to be innovative, and gear their approaches to individual circumstances. Therefore, not all aspects of this service category are fixed or defined.

Commonly recognized *best practice* characteristics of Integrative Employment Services include:

1. Placement of individuals in meaningful jobs in which they are in proximity to persons without disabilities. Jobs are in natural work settings in the community.
  2. Work is for prevailing wages. Preference is given to full-time work, but opportunities for part-time employment are included to enable persons with more severe challenges to work. Employees with developmental disabilities receive the same benefits as other employees in their work place.
  3. Employees are involved in the decision-making concerning choice of jobs.
  4. Assistance provided is as non-intrusive as possible. The ultimate objective is that support and assistance be provided by other employees within the work place, and that outside assistance from program staff be removed or minimized as quickly as possible. However, long-term minimal follow-up may be provided to assure maintenance of employment and to assist with job changes or crisis situations.
  5. Employees are accepted, included, and involved in the social fabric of the work place.
  6. Service agencies employ a positive, business-oriented approach, and strive to locate jobs that enhance the status and image of the employees.
  7. Service agencies are outcome oriented, with innovative, flexible approaches to achieve results. Creativity in selection of jobs, in use of support, and use of adaptive technology are employed to remove barriers to employment. Vital statistics are compiled to show effectiveness.
  8. Integrative Employment agencies offer services inclusively to people with severe and multiple disabilities. *Readiness* is not a pre-requisite for employment. The model is not a *continuum* of services through which
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consumers move to the next step. It offers a range of opportunities and approaches so as to meet individual needs and desires.

9. Service agencies are strong advocates for the rights of persons with disabilities to have access to the community, to be fairly compensated, etc.

Some of the Integrative Employment opportunities currently available are as follows:

1. **Individual Competitive Employment.** Individual placement in full or part-time work for which minimum wage or better is earned. On-site support is not intensive, and time-limited follow-up may be provided.
2. **Supported Employment.** Individual placement in full or part-time work that may involve intensive on-site support initially, and may require ongoing follow-up. Earnings may be at or below minimum wage.
3. **Group Supported Employment.** A group of persons (maximum of eight) with developmental disabilities work in close proximity to each other (sometimes called *enclaves*, or *work crews*). Earnings are often less than minimum wage, although they may be above the minimum. Work can be either full-time or part-time.
4. **Transitional Employment.** Time-limited support leading to employment. It may include on-the-job training, apprenticeship training, work/training stations, and at times, enclaves. Pay is typically less than the minimum wage. Like other integrative options, it occurs in regular employment settings.

Note that all Integrative Employment Services take place in integrated settings, and individuals are paid prevailing wages for their work. Service agencies may vary in approaches to job development. Some teach self-directed job search skills. Some may also offer assistance with money management and budgeting, social skills related to the job, and setting employment goals. Some also provide travel/mobility training. Because Integrative Employment is a cutting edge, innovative, and growing service area, new models may develop over time.

### *Policy*

Westside Regional Center believes strongly that most people with developmental disabilities can work, regardless of the severity of their challenges. The Center has given strong support to Integrative Employment models in the past, as the workability of these has been fully demonstrated. The Center also promotes participation by employers within its service area by conducting public relations and dissemination activities designed to inform and attract employers. An employer advisory committee has been established for this purpose.

Westside Regional Center believes that individuals can begin at an early age to establish basic employment goals and gain experiences that lead to a greater likelihood of future employability. Therefore the staff of the Center will make every effort to advocate for

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expansion of integrative employment and employment orientation opportunities within the public school system.

Innovative approaches that achieve the outcomes of employment in natural work settings alongside members of the general public are encouraged. Priority will be given to those services that follow the *best practices* principles delineated above.

Consumers may be offered volunteer service opportunities under Integrative Employment Services, in order to learn job related skills and interact with others on the job. However, Westside Regional Center highly discourages volunteer work if there is the possibility that the consumer could be working for pay. Volunteer placements should only be made if they are temporary, or if it can be shown that the volunteer job will lead to a paid position within a short period of time (no longer than six months). Consumers should not be placed in volunteer jobs if the employer would normally pay wages for the work, as this violates federal labor laws.

All consumers who express the desire to work, or who choose to explore the possibility that they may be able to work, will be referred for an Integrative Employment assessment. All adult consumers leaving the public school system will be offered the opportunity to receive Integrative Employment Services.

Westside Regional Center will not pay Integrative Employment service agencies to provide supervision during non-work hours. Integrative work opportunities will most likely involve time to research and make decisions about potential job opportunities, to go through the interview process, to prepare for travel, clothing requirements, etc. These are considered part of Integrative Employment Services. However, supervision of activities while waiting for a job, or during non-work hours if the employee is working part time, will be provided under other categories of daytime activities services.

The Department of Rehabilitation, and its sub-divisions of Habilitation Services and Vocational Rehabilitation, provide funding for some Integrative Employment Services. However, consumers funded under that department must meet certain criteria. Westside Regional Center will pay for Integrative Employment Services only for those who do not qualify for similar services funded by the Department of Rehabilitation. Furthermore, the Center will continue to advocate for inclusion of all consumers, regardless of the level of challenges, in services offered by the Department of Rehabilitation. If the Department of Rehabilitation will pay for a portion of service for a consumer, for example, for hours on the job only, then the Center will purchase other portions of the service in a blended funding arrangement.

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## **Employment Training and Support Services**

Employment is a significant way for adults to lead more independent and productive lives. All adults should be considered for employment training.

Referrals for this service can be made through the Department of Rehabilitation (DOR), supported work programs, and work activity programs. DOR is required to fund supported work services until the adult is stabilized in a specific job. Upon stabilization, usually within six (6) months, DOR notifies the regional center at least fifteen (15) days in advance of the transition of the funding to regional center. The regional center can then continue to purchase supported work services.

When the regional center is considering referrals for employment training and support services, priority consideration shall be given to agencies that can arrange for timely job placement, preferably in a work environment with non-disabled persons.

The regional center may purchase employment training and support services if all the following criteria are met:

- 1 The adult is willing to participate in employment training and support services
- 2 The adult is ineligible for an appropriate public school funded program
- 3 The adult is ineligible for funding from the Department of Rehabilitation (DOR)

In selecting a day option, the planning team gives preference to services that offer clients the opportunity to engage in meaningful, age appropriate activities in the community. People are engaged in meaningful activities if they enjoy the activity, if they achieve something through their participation, or if they gain knowledge or skills. The planning team also selects the least costly program that meets the client's needs. The cost of a program is defined to include the cost of the program itself and the cost of transportation to and from the program. The client will not be required to accept the least costly program if it is provided in a more restrictive or less integrated setting than other options.



include employment attained through self employment job development, entrepreneurship, or restructuring strategies that result in job responsibilities being customized and individually negotiated with the employer to fit the need of the individual with a disability.

- Micro Enterprise is a subset of customized employment that is defined as a small business owned by an individual formed around the person's interest and developed based on market needs and interests. The person's talents take precedence in designing a business. A thorough self sufficient business plan is developed, implemented and maintained by the owner (the individual) with or without reasonable support. The individual will demonstrate and establish their business plan and financial means. The small business shall comply with all regulatory requirements stipulated in Title 17 sections 7136.8
- Supported Employment is defined as paid work that is integrated in the community for individuals with developmental disabilities. This includes provision of ongoing support services necessary for the individual to retain employment. Supported Employment may be provided in individual or group settings.
- Work Activity Program (WAP) is defined as services provided through the Department of Rehabilitation that include paid work, work adjustment and supportive habilitation services in a *sheltered work shop* sheltered workshops, work activity centers, or community-based work. Work activity programs WAP's may include developing good work safety practices, money management skills, and appropriate work habits. Supportive habilitation services may include social skill and community resource training as long as the services are necessary to achieve vocational objectives.
- Internship is defined as method of on-the-job training, which may be paid or unpaid, similar to apprenticeship for trade or vocational jobs, and are usually understood to be temporary positions

## II. CRITERIA:

ELARC shall consider the above services if the following are applicable:

- An adult with a developmental disability who demonstrates the interest to work.
- Or a person old enough to work that has not already received a certificate of completion or graduated. If an individual is receiving services from the school district, then he/she will be referred back to the school district to access those options.
- 
- Is willing to access and exhaust generic services

### III. AMOUNT OF SERVICE:

The amount of service hours will be discussed with the IPP Planning Team and determined based on the assessment as well as recommendation by the interdisciplinary team, as appropriate. Alternative funding sources shall be utilized before regional center services are considered.

### IV. ALTERNATIVE FUNDING RESOURCES:

Effective July 1, 2009, WIC 4659 subd. (c) was amended to include that regional centers shall not purchase any service that would otherwise be provided through generic resources.

Upon request and decision of the interdisciplinary planning team to procure an employment service, the service coordinator shall assist the consumer / parent or authorized representative to explore all generic community resources.

While the resources listed below may not in all cases serve as alternative funding resources, they must be explored as supplemental funding resources.

- Veteran's Administration (VA)
- Social Security Administration (SSA) - Ticket to Work
- SSA Work Incentives such as PASS
- Family, consumer and other private resources
- Other state and local generic resources
- Small Business Administration

- One Stop Work Source Centers
- Private Trusts
- Department of Rehabilitation
- Employment Development Department (EDD)

#### V. PROCESS FOR PURCHASE OF SERVICE APPROVAL:

During the IPP meeting the SC discusses with the consumer and his/her authorized representative/legal guardian, or the transition age individuals, options related to day activities, employment, education etc. If the consumer's preference is that he or she would like to work, then the SC will provide options available; competitive employment, supported employment, customized employment, micro-enterprising, work activity, internships / volunteer etc.

The SC will review the list of vendors in SANDIS and provides any other pertinent information related to the area of choice to consumer / parent or authorized representative.

The SC is encouraged to use the following resources when discussing Employment with consumers: My Choice, My Future Booklet, the PCT Employment Questionnaire (CS 11-704), The Rehabilitation Resource Directory – [www.rehab.ca.gov](http://www.rehab.ca.gov)

*The service coordinator will make all efforts to provide at least three options of service providers abiding by WIC 4648(a)(6)(D and comply with WIC section 4648 subd. (a)(6)(D ...to review the cost of providing services or supports of comparable quality by different providers and to choose the least costly available provider, including transportation, who is able to accomplish all or part of the consumer's IPP consistent with the particular needs of the consumer and family as identified in the IPP. In determining the least costly vendor, the availability of federal financial participation shall be considered. The consumer is not required to use the least costly provider if it will result in the consumer moving from an existing provider of services or support to more restrictive or less integrated services and supports.*

#### VI. EVALUATION OF SERVICE EFFECTIVENESS:

Consumer/family feedback will serve as the primary mode of evaluation of service effectiveness. Such feedback will be formally obtained through the quarterly review and report on progress towards the IPP objectives developed through the person centered

planning meeting. The annual review of this plan will also provide the opportunity to evaluate the effectiveness of the service.

ELARC has incorporated the Customized Wage Employment Milestones from Griffin - Hammis Associates, LLC, into this POS Guideline

## EMPLOYMENT PROTOCOLS

### Competitive Employment

If an individual would like to be competitively employed, ELARC will encourage job application process.

1. SC will refer individual to local generic resources (See Alternative Funding Resources Section of this Policy).
2. ELARC will monitor that employment via the IPP process. Although regional center may not be funding for support services, a need may arise to support the individual for a limited time in order to assist the individual to retain that employment. Generic resources shall be explored before regional center funding is considered.
3. The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field, that the consumer is in competitive employment. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage.

### Internship

If Internship is selected, the referral process is coordinated by the service coordinator.

1. The SC shall contact the agency or resource, ask to speak with the Internship Coordinator/ or person in charge of internships to check if there are any internships slots available. If so, then a referral shall be made.
2. A consent for release of information will be obtained by the SC.
3. Upon receipt of the consent for release of information, the SC shall forward a referral packet to Internship Coordinator and the individual will be contacted to attend orientation and complete application.
4. Internship coordinator shall contact consumer for interview

and if accepted, the vendor shall notify consumer and ELARC.

5. The SC shall complete a POS Request for Internship if applicable and submits it to supervisor for review and approval. Once approved, the POS request is forwarded to POS for processing.
6. The IPP/Addendum is completed detailing clearly the specified roles between the Internship provider, all other providers and the individual receiving services.
7. The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field that the consumer is in internship. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage, if applicable.
8. The SC shall review a progress report on a semi-annual basis to determine if progress on goals has been made.
9. Within 3-6 months of the Internship ending, Internship Coordinator will assist consumer to open up a case with the Department of Rehabilitation. Internship Coordinator will contact SC with date of intake meeting with DOR, with consent from consumer. SC will attend DOR intake meeting.
10. The Internship may be up to 1 year of unpaid learning experience where consumer is gathering knowledge and competency in the work environment. There are four rotations / three slots available.

### Supported Employment

If standard Supported Employment is considered, the first step is to determine whether the referral will be for individual or group type of supported employment.

1. The SC shall provide consumer/ parent with at least three options of service providers as per WIC 4648(a)(6)(D).
2. Upon selection, the SC shall obtain written consents from consumer/ parent to provide a referral to the Supported Employment vendor and to the Department of Rehabilitation.
3. The SC shall provide referral to the Supported employment vendor.
4. The SC shall refer the consumer to Department of Rehabilitation (DOR) so that an application is completed. SC will include chosen Supported Employment vendor name in the referral.
5. SC shall provide DOR with signed consent from consumer/ parent allowing exchange of information and inform the DOR

- counselor that ELARC would like to be sent copies on all progress reports and informed of DOR intake meeting.
6. SC to complete DR form DS 1968 and send to DOR counselor. SC shall accompany consumer and Service Provider (SEP) vendor to intake meeting with DOR.
  7. DOR may authorize a vocational assessment, placement and intensive services with a vocational rehabilitation – (SEP).
  8. The SEP completes a 30 day Individualized Habilitation Service Plan- Form DS1961 (IHSP) within 30 days of placement. With consent, ELARC shall also receive a copy of monthly report.
  9. DOR funds the VR-SEP services until the consumer reaches stabilization (typically no more than 6 months).
  10. The DOR Senior Vocational Rehab Counselor notifies ELARC's Employment Chair/ SC, at least 15 calendar days prior to the transfer, that the consumer has achieved stabilization and will transfer to habilitation extended services.
  11. DOR also sends ELARC the Notice of Transition to Extended services- DR387
  12. The IPP/Addendum shall be completed, detailing clearly the specified roles between SE provider, all other providers and the individual receiving services. IPP addendum shall include amount of job coaching / supervision hours per month ELARC funds as well as a fade out plan of services.
  13. SEP should provide SC with a IHSP every 6 months.
  14. SC will review case every 6 months to determine appropriateness of continued funding of services.
  15. The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field, that the consumer is in supported employment. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage.

### **Customized Employment**

If it has been determined that Customized Employment is the preference or preferred choice, for example consumer (has attempted other employment, but was unsuccessful, consumer/parent has specifically requested Customized Employment, consumer has special skills and conditions of employment to negotiate)

The SC shall provide consumer/ parent with at least three options of Customized Employment service providers as per WIC 4648(a)(6)(D).

The SC completes a Customized Employment Review Committee

Referral Form and packet which includes the following documents (IPP, CDER, Psychological evaluation, other program reports, etc.) and adds an objective to IPP.

The SC then submits the referral and packet to Supervisor for review and signature.

Once approved, the supervisor routes packet to the Community Services (CSMD) Supervisor.

The CMSD Supervisor assigns a community services specialist by zip code of the vendor.

The specialist will contact the SC to schedule a meeting with the Customized Employment Review Committee, which includes the CS Supervisor, the SC, the CMSD Supervisor or the CMSD "Employment" Specialist, and the CS "Employment" Supervisor designee.

The CMSD Specialist will facilitate the Customized Employment Review Committee Meeting.

The Customized Employment review committee will:

- a) Determine if basic information still needs to be gathered
- b) Discuss if consumer could benefit from another employment option or if CE is the appropriate option
- c) Inform SC to be present for Department of Rehabilitation Meeting
- d) Provide recommendations to SC on timeframes (if and when) referral shall be made to Department of Rehabilitation
- e) May provide recommendation to SC that meeting with Department of Rehabilitation should be held immediately or after some time (Similar to one above)
- f) Provide recommendations on which milestones the individual may want to achieve (including time frames on milestones) - Refer to Griffin-Hammis Associates, LLC- Customized Wage Employment Milestones)

- g) Determine and provide an estimated number of hours authorized for provider to achieve milestones as specified in letter (f) above.
- h) Document the recommendations on a CE Review form (12- 513 ). It will also include who was in attendance during the meeting with copies in the consumer file and CSMD log.
- i) The SC will convene an ID team meeting to discuss the recommendations of the CE Review Committee. If the ID Team is in agreement then the plan will be implemented which may include one or more of the above.
- j) Throughout the process of CE, the SC is to take the lead role to make sure reports (The Individualized vocational Assessment, profiles, employer interviews etc.) are completed and submitted.
- k) Utilizing the assessment template, the SC to review report and provide vendor feedback and possible T.A. with guidance from CMSD.
- l) The IPP/Addendum is completed detailing clearly the specified roles between CE provider, all other providers and the individual receiving services.
- m)The SC then sends referral packet(s) to the designated employment service provider(s).
- n) Once the provider accepts the referral, the SC shall submit to his or her supervisor, a POS Request for an assessment as per the recommendation of the Customized Employment Review Committee. Upon review and approval the POS will be routed to POS for processing.
- o) Once the assessment is received by ELARC, the SC shall schedule a 2<sup>nd</sup> review with the CE Review Committee to present the assessment to the committee for appropriateness of requested hours and plans.

The review committee shall re-convene and the following will apply:

- The committee will review the assessment
- Discuss options
- The committee will determine what path the individual will take; whether wage employment or micro-enterprise is more appropriate.



- Determine an estimated number of hours for next phase / milestone
  - The specialist will document notes on the original form including new dates of most recent notes
- p. The service provider shall complete a IHC (DR) or an ISP to submit to ELARC.
- q. The Individualized Service Plan shall be developed by the service provider and a copy shall be forwarded to the Department of Rehabilitation Counselor and the Service Coordinator. In addition, the service provider shall submit an assessment which includes a transition plan, CE goals, objectives and time frames to achieve them.
- r. Quarterly progress report shall be submitted to the regional center. A review of the assessment & transition plan will be conducted and updated if indicated.
- s. Frequent contact between the Regional center and the CE agency is required. The SC is expected to attend DOR Intake meeting and shall not wait for the quarterly meeting to discuss progress.
- t. The service coordinator will ensure that the goals discussed and identified in the IPP are addressed with the provider. The goals shall be written in the Individual Service Plan (ISP), shall be time-limited and shall include a fade-out plan. No changes shall be made to the ISP unless mutually agreed to by the IPP Planning Team.
- u. The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field, that the consumer is in customized employment. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage.
- v. SC will report back to the committee semi annually, six months after the start of services or more frequently if the ID team deems it to be necessary to determine consumer's progress and vendor's performance. The scheduling of this meeting will be done by the SC.

### **Micro-Enterprise**

If it has been determined that Micro-Enterprise is the preferred choice and the individual has attempted other employment options , but was unsuccessful or the consumer/parent has specifically

requested micro enterprise and the individual has special skills to negotiate then the SC shall;

1. The SC shall provide consumer/ parent with at least three options of Micro -Enterprise service providers as per WIC 4648(a)(6)(D).
2. The SC completes a Micro-Enterprise CE Review Committee Referral Form and packet which includes the following documents (IPP, CDER, Psychological evaluation, other program reports, etc.) and adds an objective to IPP.
3. The SC then submits the referral and packet to Supervisor for review and signature.
4. Once approved, the supervisor routes packet to the Community Services (CSMD) Supervisor.
5. The CMSD Supervisor assigns a community services specialist by zip code of the vendor. The specialist will contact the SC to schedule a meeting with the Micro-Enterprise CE Review Committee, which includes the CS Supervisor, the SC, the CMSD Supervisor, the CMSD "Employment" Specialist, and the CS "Employment" Supervisor designee.
6. The CMSD Specialist will facilitate the Microenterprise CE Review Committee Meeting.
  - a. The Micro-Enterprise CE Review Committee will determine if basic information still needs to be gathered
  - b. Discuss if consumer could benefit Micro Enterprise and if this is the appropriate option. The expectation is that the individual has a plan of action for his/her business and that the close consideration is made regarding whether the individual has the ability to run his /her own business, the business is feasible, whether there is a market for the the proposed business, whether the business will create a profit margin (The Griffin-Hammis Associates, LLC Customized Self Employment Milestones shall be considered).
  - c. Inform SC to be present for Department of Rehabilitation Meeting.
  - d. Provide recommendations to SC on timeframes (if and when) referral shall be made to Department of Rehabilitation
  - e. May provide recommendation to SC that meeting with Department of Rehabilitation should be held immediately or after some time (Similar to one above)
  - f. Provide recommendations on which milestones the individual may want to achieve (including time frames on milestones) - Refer to Griffin-Hammis Associates, LLC- Customized Self- Employment Millstones )
  - g. Determine and provide an estimated number of hours

authorized for vendor to achieve milestones as specified in letter (f) above.

- h. Document the recommendations on a Micro Enterprise CE Review form (12- 513 ). It will also include who was in attendance during the meeting.
- i. The SC will convene an ID team meeting to discuss the recommendations of the Micro-enterprise CE Review Committee. If the ID Team is in agreement then the plan will be implemented which may include one or more of the above.
- j. The IPP/Addendum is completed detailing clearly the specified roles between Micro-Enterprise CE provider, all other providers and the individual receiving services.
- k. The SC then sends referral packet(s) to the designated Micro Enterprise service provider(s).
- l. Once the provider accepts the referral, the SC shall submit to his or her supervisor, a POS Request for an assessment as per the recommendation of the Micro-Enterprise CE Review Committee. Upon review and approval the POS will be routed to POS for processing.
- m. Once the assessment is received by ELARC, the SC shall schedule a 2<sup>nd</sup> review with the Micro-enterprise CE Review Committee to present the assessment to the committee for appropriateness of requested hours and plans.

The review committee shall re-convene and the following will apply:

- a) The committee will review the assessment
- b) Discuss options
- c) The committee will determine what path the individual will take; whether wage employment or micro-enterprise is more appropriate.
- d) Determine an estimated number of hours for next phase / milestone
- e) The specialist will document notes on the original form including new dates of most recent notes.
- f) The service provider shall complete a IHC (DR) or an ISP to submit to ELARC.

The Individualized Service Plan shall be developed by the service provider and a copy shall be forwarded to the Department of Rehabilitation Counselor and the Service Coordinator. In addition, the service provider shall submit an assessment which includes a transition plan, Micro Enterprise CE goals, objectives and time frames to achieve them.

Quarterly progress report shall be submitted to the regional center. A review of the assessment & transition plan will be conducted and updated if indicated.

Frequent contact between the Regional center and the Micro Enterprise CE agency is required. The SC is expected to attend DOR Intake meeting and shall not wait for the quarterly meeting to discuss progress.

The service coordinator will ensure that the goals discussed and identified in the IPP are addressed with the provider. The goals shall be written in the Individual Service Plan (ISP), shall be time-limited and shall include a fade-out plan.

It is expected that the business support be short term and if business support is needed ongoing, that it be funded by the business and included as a business expense.

No changes shall be made to the ISP unless mutually agreed to by the IPP Planning Team.

The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field, that the consumer is in Micro Enterprise. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage.

SC will report back to the committee semi annually, six months after the start of services to determine consumer's progree and vendor's performance. The scheduling of this meeting will be done by the CMSD committee and specialist.

### **Work Activity**

1. SC shall determine if a referral to a Work Activity Center is appropriate and if selected the SC shall provide consumer/parent with at least three options of Work Activity service providers as per WIC 4648(a)(6)(D).
2. The SC shall obtain a consent form for release of information.
3. The SC shall submit a Referral form & referral packet to the selected work activity program. The packet shall include the physical exam form and all other pertinent information.
4. The SC contacts the WAP contact person to arrange a tour of WAP for cuonsumer, if the consumer has not already toured WAP.

5. The WAP determines if it can meet the consumer's needs. WAP accepts or denies consumer into WAP and consumer contacts SC to state if they would like to attend WAP.
6. The SC submits a POS Request for 6 months via SANDIS and the supervisor reviews and approves the POS Request and forwards it to POS for processing.
7. The WAP completes a 60 day Individualized Habilitation Service Plan- Form DS1961 (IHSP) within 60 days of placement to determine the individuals work skills.
8. WAP will provide the 60 day DS1961 form to SC, upon SC request.
9. Based on review of the 60 day IHSP, the IPP planning team makes a decision for continued work activity services or determines need for other possible options.
10. If consumer continues to attend WAP, at 6 month time, WAP will complete a semi-annual IHSP to provide update on consumer progress and goals. SC can attend Semi-Annual IHSP planning meeting and receive 6 month IHSP by contacting WAP.
11. Based on review of the Semi-annual IHSP, the IPP planning team makes a decision for continued work activity services or determines need for other possible options. SC completes authorization for another 6 months.
12. If consumer continues to attend WAP, 1 year later from start date, WAP will contact SC to attend Annual IHSP meeting. WAP will provide the Annual DS1961 form to SC, upon SC request.
13. Based on review of the IHSP, the IPP planning team makes a decision for continued work activity services or determines need for other possible options.
14. The IPP/Addendum is completed detailing clearly the specified roles between work activity provider, all other providers and the individual receiving services.
15. The SC will document in SANDIS / database under the Primary Consumer Information Screen - Day Program Field, that the consumer is in work activity. In addition, the SC will document in the primary Consumer Information Financial Screen - Wages Field, the individual's hourly wage.