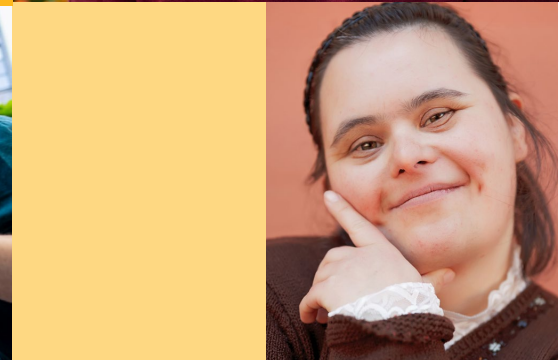
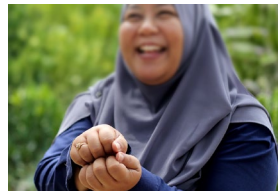


# Transition-Age Employment Services

March 18, 2025



# HOUSEKEEPING



ASL interpreters have been “Spotlighted” and live closed captioning is active



This meeting is being recorded

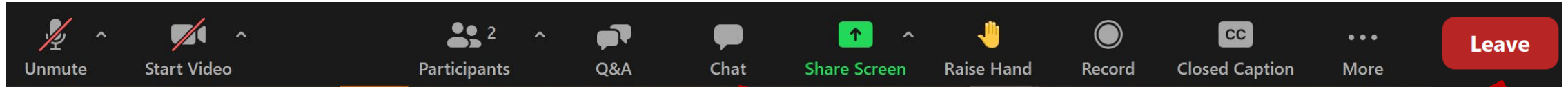


Materials will be shared with you after the webinar



Questions can be sent to [WorkServices@dds.ca.gov](mailto:WorkServices@dds.ca.gov)

# Zoom Tips



If you would like a response to your question, please use Q&A

Chat is available for everyone, but questions for the presenters need to be entered in the Q&A to be addressed

Leave the webinar at the end of the meeting



- For attendees, your video and microphone will not be available
- You will only see/hear DDS staff and presenters on screen



- Features will vary based on the version of Zoom and device you are using
- Some Zoom features are not available for telephone-only participants



# Overview

---

- Welcome and Introductions
- Lodi Unified School District: Transition-Age and Employment Services
- Department of Rehabilitation Student Services Overview
- Q&A
- Closing Comments

# Panelist Introductions

---

Ernie Cruz, Department of Developmental Services

---

Sonya Fox, Department of Developmental Services

---

Stephanie Crist, Department of Developmental Services

---

Lisa Chaves, Lodi Unified School District

---

Christina Canevari, Department of Rehabilitation



# Department of Rehabilitation

The **California Department of Rehabilitation (DOR)** is committed to recognizing and nurturing the talents and potential of individuals with disabilities. In collaboration with individuals and key stakeholders, DOR offers services and advocacy that promote employment, independent living, and equality for people with disabilities. DOR partners with individuals to establish career goals, secure employment or advance their careers, and lead lives of equal opportunity.





# Transition Age and Employment Services

March 2025



# Paving the Pathway to Employment

---

Work Experience Programs

---

Paid Internship Program

---

Start discussions early about working

---

Student Earned Income Exclusion (SEIE)

---

Student Stories

---

Employment Outcomes



# Start Talking To Families About Employment Early

- Discuss student interests and make connections to future employment opportunities
  - Encourage the student to explore to discover what they are interested in
  - Start to address any fears or concerns families may have about their student working
- Start discussing barriers to employment and address solutions
  - How to address the barriers as a team
  - Determine the student's support system for work
  - Discuss accommodations that may be needed at work

# Identifying Interests and Making Connections to Industry Sectors

Connecting students' interests and work experiences with relevant industry sectors can be incredibly beneficial for student's career development.

- **Assessments:**

- Use career assessment tools and inventories to help students identify their strengths, interests, and preferences.

- **Interviews and Discussions:**

- Have one-on-one conversations with students to understand their passions, hobbies, and long-term goals.

- **Exploration Activities:**

- Encourage participation in career fairs, industry tours, and informational interviews, and work experience opportunities to expose students to various career options.

# Industry Sectors

Agriculture and  
Natural Resources

Arts, Media, and  
Entertainment

Building and  
Construction  
Trades

Business and  
Finance

Education, Child  
Development, and  
Family Services

Energy,  
Environment, and  
Utilities

Engineering and  
Architecture

Fashion and  
Interior Design

Health Science and  
Medical  
Technology

Hospitality,  
Tourism, and  
Recreation

Information and  
Communication  
Technologies

Manufacturing and  
Product  
Development

Marketing Sales  
and Service

Public Services

Transportation

# Career Preparation & Work Based Learning Experiences

- **Career Awareness / Exploration Activities:** Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices).
- **Career Preparation/Job Search:** Improve job readiness—basic job skills. Support students to develop applications, interview skills, create and update resumes, maintain a portfolio, and use labor market information.
- **Work-Based Learning:** Includes participation in classroom and community-based experiences that develop knowledge and job skills through internships, service learning, and workplace experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit).
- **Job Development:** Establish training and/or employment opportunities for students.
- **Employment / Work Experience:** Assist the student to obtain subsidized and/or non-subsidized work, and on-the-job training experiences that link to school credit.
- **Job Retention:** Provide training on maintaining, upgrading, and leaving employment.
- **Job Coach:** Teaching or supporting job tasks as needed.
- **Work-Site/Employer Communication:** Establish routine contact with employer to evaluate, troubleshoot, and coach student and monitor work training plan.



# Programs That Offer Work Experience

- WorkAbility I (CDE)
- WorkAbility III (DOR)
- Transition Partnership Program (DOR)
- We Can Work (DOR)
- Student Training & Employment Program (WorkNet)
- Paid Internship Program (DDS/Regional Centers)

# Paid Internship Program (PIP)

- Internships shall not exceed 1,040 hours per year for each individual placed in an internship.
- Must pay minimum wage or prevailing wage.
- Interns must be Regional Center Consumers.
- There is no other program that offers this level of paid work experience.

## PIP Internship Process

- Request for Internship, review of past work experiences and funding sources
- Interview Form
- Meeting and Individual Service Plan & Individual Program Plan Review
- Employer Site Agreement Form
- Monthly report and communication log
- Evaluation Forms (worksites and self-evaluation)

# Chad's Work Experience Story

## Exploration of Work Environments:

- Initially unsure where to work, Chad was offered a variety of experiences by his job coach, including Factory 2 U, TJ Maxx, CVS, Edge Nutrition, Marshall's, and JoAnn Fabric & Crafts.

## Favorite Work Experience:

- JoAnn's Fabric became his final supported experience. He particularly enjoyed organizing and stocking aisles. He was most excited when yarn arrived. Organizing yarn was his absolute favorite task!

## Adapting to a New Work Schedule:

- Adapting to a work schedule that differed from his usual school routine was challenging. After missing work, staff visited him at home to help him plan and balance work with his cleaning schedule at home. With support, he was able to get back on track.

## Transportation:

- Initially, the district supported Chad's transportation to work with a family member picking him up. Later, district staff helped set him up Dial-A-Ride. This led to Chad confidently using this service independently.



# Sal's Work Experience Story

- **Work Stamina:**
  - Sal struggled with maintaining work stamina.
  - This was addressed by gradually increasing work shift durations and focusing on completing one task at a time.
- **Learning New Skills:**
  - Sal learned skills best when something was demonstrated.
  - Employer/co-workers demonstrated tasks and provided visual support when needed.
- **Transportation:**
  - Sal and his family requested an opportunity close to home.
  - Staff developed a job opportunity at a restaurant close to Saul's home, allowing him to walk to and from work.

**By receiving comprehensive support tailored to Sal's specific needs, he was able to thrive in his job.**





# John's Work Experience Story

## **Fears of the Interview Process:**

- John was nervous about the interview process.
- Unfortunately, the manager did not allow the job coach to join, affecting his performance.
- The coach advocated for a second chance asking if the student could work for a day to demonstrate their work ethic. The manager agreed.
- John demonstrated his skills and ability well and the manager agreed to continue the work experience opportunity.

## **Adjusting to the Work Environment:**

- John struggled with adjusting to the constantly changing layout of the warehouse and product placement at Costco.
- To help with the layout, he began each work shift by walking the store to identify movement, which helped him adapt easily.

## **Transportation:**

- Despite the student qualifying for and completing travel training successfully, his parent did not feel safe with the public transportation drop-off location.
- The family decided to rely on a grandparent for transportation.



# Employment Outcomes Leading to Positive Student Transformations



Boost in confidence



Stronger self-esteem



Willingness to increase work hours and learn about new roles at work



Students appreciate their monthly check and earning power



Budgeting becomes a more applicable skill, especially with just being paid once a month



Navigation of transportation allows individual to feel more independent

# Student Earned Income Exclusion

## What is it?

The Student Earned Income Exclusion (SEIE) allows Supplemental Security Income (SSI) recipients, who are students under age 22 and regularly attending school to still receive a **full SSI check**.

The SEIE is designed to encourage students to gain work experience and develop their skills while still receiving the financial support they need from SSI.

- **Eligibility:** SSI recipients who are students under age 22 and regularly attending school.
- **Monthly Exclusion Limit:** Students can earn up to \$2,350 per month without affecting their SSI check.
- **Annual Limit:** The annual limit for 2025 is \$9,460. Each year this amount changes.

# Student Earned Income Exclusion (SEIE) Incentive



## Why is SEIE important?



Many young people and their families are afraid that working will cause the loss of SSI cash benefits and Medi-Cal.



If students qualify by being a full-time student, SEIE allows them to earn a significant amount of money without losing their SSI cash benefits prematurely.



Students can increase their income, keep their SSI benefits and Medi-Cal, while building work experience and achieving greater financial independence!



# How does SEIE work?

## How does it work?

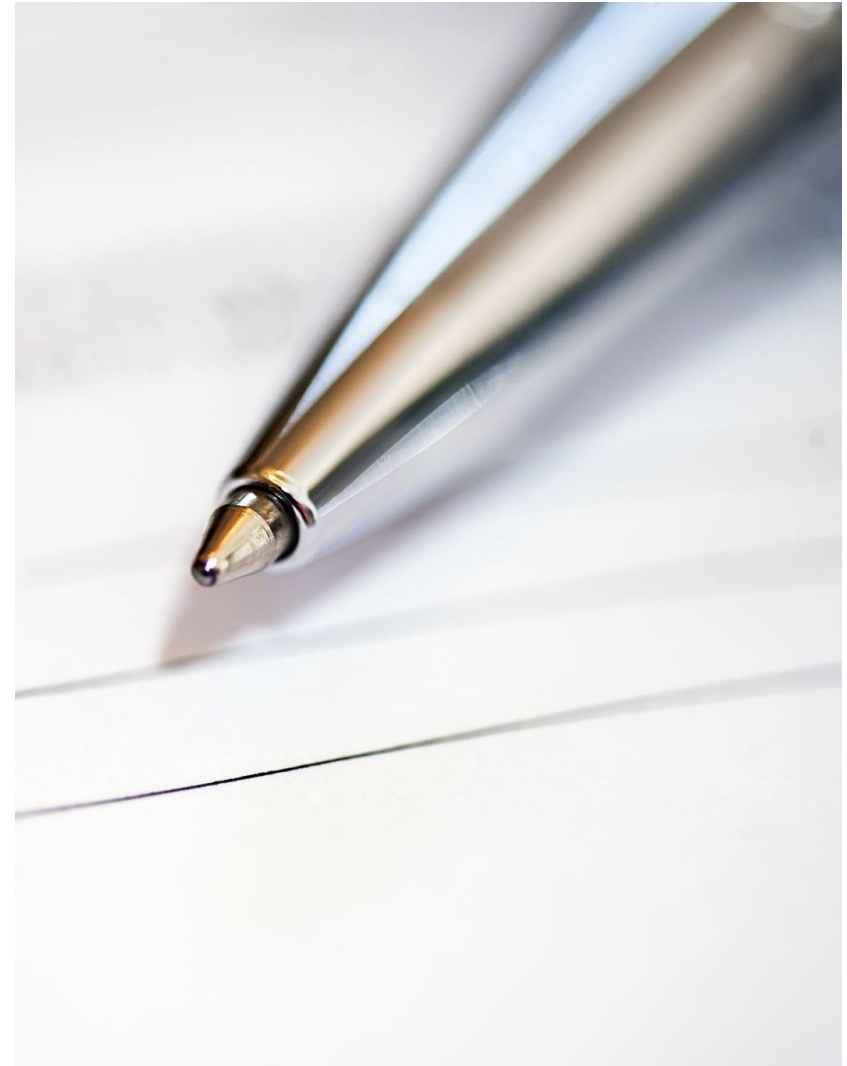
To apply for SEIE, the district will provide the student with:

- SEIE form
- Attendance report
- Letter on agency letterhead

Once received, the student and guardian will need to go to the local Social Security Administration (SSA) office with the documents listed above or submit the documents electronically.

SEIE can be used during semester and summer breaks as long as the student intends to resume the course of study when the break period ends.

As time goes on the student will need to share pay stubs with the SSA office.



---

### Social Security Wage Reporting Form

*Directions:* Complete the following form and mail or deliver it to your nearest SSA office, attaching your paystub.

#### **Social Security Administration**

Re: Student Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

**Benefit Program:** X SSI

**Work Incentives Used:** X SEIE (Student Earned Income Exclusion)

- **POMS SI 00820.510 Student Earned Income Exclusion is for all individuals under the age of 22 that are attending school and working.**

#### **Wage Reporting**

I started working on (please provide date): \_\_\_\_\_

Employment ends: \_\_\_\_\_

Last check to be received by: \_\_\_\_\_

Employer Name & Location: \_\_\_\_\_

Hourly Wage: 2025 \$16.50

Hours per week: Approximately \_\_\_\_\_ hours a week

Payment: (Monthly, Bi-Weekly)

#### **Check one:**

\_\_\_\_\_ I am enclosing my paystubs for the month of \_\_\_\_\_, 2025.

\_\_\_\_\_ I estimate my wages for the month \_\_\_\_\_ to be \$\_\_\_\_\_. I will provide pay stubs to verify my correct wages.

If you have any questions, please feel free to contact me at (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_.

\_\_\_\_\_

Client Signature

\_\_\_\_\_

Date

To Whom It May Concern:

\_\_\_\_\_ is a full-time student attending \_\_\_\_\_ High School in \_\_\_\_ Unified School District for the the \_\_\_\_\_ school year. Student was placed in a work experience opportunity from (Month Year) through (Month Year). Student should receive his final check by the beginning of (Month). Student works approximately \_\_\_\_ hours a month. Please see the attached attendance report showing that Student attends school as a full-time student.

Please feel free to contact me by e-mail or phone for any questions regarding the Student Earned Income Exclusion incentive program for this student.

Sincerely,

# DOR Services for Students

## Eligibility Criteria

At least one of these options is true:

Has an IEP  
Has a 504 Plan  
Has a disability

A student with a disability enrolled in school or a recognized academic program, including if on break or if school hasn't started yet.

Ages  
16 through  
21

## Services for Students



**Job Exploration Counseling**



**Work-based Learning Experiences**



**Postsecondary Counseling**



**Work Readiness Training**



**Self-Advocacy Training**



Q&A



## Closing Comments

For questions or additional comments, please contact [WorkServices@dds.ca.gov](mailto:WorkServices@dds.ca.gov).

