VOCA TIONAL OPPORTUNITIES HOUSING COLLABORATIVE:
A MODEL FOR IMPROVED EMPLOYMENT OUTCOMES FOR
PERMANENT SUPPORTIVE HOUSING TENANTS

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VOGATIONAL OPPORTUNITIES HOUSING COLLABORATIVE:
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PERMANENT SUPPORTIVE HOUSING

A Project

by

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Department of Special Education, Rehabilitation, School Psychology, and Deaf Studies
Abstract

of

VOCATIONAL OPPORTUNITIES HOUSING COLLABORATIVE:
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Statement of Purpose

Once stabilized in permanent supportive housing (PSH) formerly homeless individuals with disabilities can benefit from increased access and utilization of employment and vocational rehabilitation services. By establishing links with programs and integrating employment into the service delivery model, individuals seeking work will have greater access to resources to meet vocational goals. Additionally, local and state resources could be used more effectively for PSH tenants with disabilities. This integrated approach to housing and employment services leads to improvements to employment outcomes for persons with disabilities. This approach can be replicated effectively with existing resources in Sacramento.

Source of Data

Data for this Project was collected using professional journals, library resources, EBSCO host, ERIC Data bases, internet resources, and interviews. The data
was extracted from all of the following resources: peer-reviewed journal articles; textbooks; and materials from relevant agency websites, manuals, workbooks and toolkits provided by agencies that provide housing, employment and vocational rehabilitation services to low-income persons with disabilities.

Conclusions Reached

A grant was prepared to fund a full-time program coordinator and a part-time job developer to staff the Vocational Opportunities Housing Collaborative (VOHC) - a program for vocational service integration - to establish a long-term, sustainable supportive housing and employment services model. Additionally, a Memorandum of Understanding was drafted with the California Department of Rehabilitation to establish a collaborative service-delivery approach that creates links to services and integrates case-management and vocational rehabilitation within current permanent supportive housing services models. Lastly, a pre-vocational curriculum to be used by non-vocational professionals for tenants of supportive housing was developed to provide job readiness training for improved employment outcomes for individuals with disabilities entering or reentering the workforce.

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Date
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Chapter 1

INTRODUCTION

The purpose of this project is to develop a program unique to the Sacramento community that 1) integrates employment services into permanent supportive housing, 2) creates linkages between existing agencies that provide employment and vocational rehabilitation services, and 3) provides a job readiness curriculum for formerly homeless individuals with disabilities. To provide preliminary funding for the effort, the author prepared a grant to support a part-time program coordinator and a part-time job developer. The program, is titled the Vocational Opportunities Housing Collaborative (VOHC), and once launched will be the first collaborative model in Sacramento to develop interagency links and coordinate resources to increase access and utilization of available employment services as a part of rehabilitation and case management in permanent supportive housing programs.

The VOHC program is a multi-pronged approach consisting of three main components. The first component coordinates permanent supportive housing (PSH) operators, case managers, on-site service providers, and employment specialists. The second component establishes a partnership with the Department of Rehabilitation to facilitate efficiency in service delivery and to develop a comprehensive approach to address employment barriers to eligible PSH tenants. The third component develops a job readiness curriculum to be used by non-vocational specialists to help create a “culture of work,” within the PSH community, which is central to the recovery process.
Permanent supportive housing (PSH) is a housing model that incorporates case management, social services, job training, life skills training, and other support services for people that have experienced homelessness or are at risk of becoming homeless. The Corporation for Supportive Housing (CSH) describes this housing model as a combination of “affordable housing with services that help people who face the most complex challenges to live with stability, autonomy and dignity” (CSH, 2012).

According to the National Alliance to end Homelessness, permanent supportive housing is a cost effective, evidence-based model that provides a long-term solution to homelessness for individuals coping with mental health illness, veterans, emancipated foster youth, grandparents raising grandchildren, people with chronic illnesses like HIV/AIDS and other illnesses (2006). Case management in supportive housing communities, is designed to provide independent living support and to improve stability within the housing environment. It can include general support services, independent living skills, health- and mental health-related services, substance abuse services and vocational services (HUD, 2012).

Utilizing a client-centered approach, VOHC will help PSH communities integrate employment supports with other case management services for tenants. Client centered practices are governed by clients’ expressed wishes regarding the content and the pace of service delivery rather than by assumptions of service providers (Kostick, Whitley & Bush, 2010). This will include the coordination of service delivery among employment specialists, housing staff, vocational rehabilitation counselors, job developers, case managers and other employment program staff.
Background of the Problem

Evidence shows that housing with supports can provide greater access and utilization of a variety of services to formerly homeless persons with disabilities. Without this approach, individuals who are homeless or at risk of becoming homeless can only access income and social supports by navigating through a service delivery system that is often fractured. The latter is not only inefficient but can be costly. The author’s experience and knowledge of the Sacramento area homeless delivery system can provide some context.

The author has worked for the Sacramento Housing Alliance (SHA) a non-profit affordable housing advocacy organization for 4 years and has observed that individuals who have experienced homelessness who have also experienced challenges finding and retaining employment have expressed strong interest in working once stabilized in housing. SHA is a coalition of affordable housing developers, homeless service providers, social justice advocates, disability rights organizations and others dedicated to reduce the adverse impacts of homelessness and to create solutions to end it.

The author is also a member of Sacramento’s Homeless Employment Committee. The Committee is a part of Sacramento Steps Forward, a non-profit organization that administers Continuum of Care federal grant funding designed to address homelessness in a comprehensive manner (HUD, 2012a). The Homeless Employment Committee, formed in 2008, was convened to help promote greater collaboration among employment services providers and housing operators to generate improved employment outcomes for homeless individuals. The work of the committee has been steered by the results of
surveys of homeless participants completed in 2009 and 2010 at Sacramento’s annual homeless services information fair, Project Homeless Connect.

In 2011, a report on the results of Sacramento County’s Homeless Count found that 3,961 people in the County experience homelessness over the course of a year (SSF, 2011a). According to the Sacramento County Department of Human Assistance (DHA), the homeless count is a point-in-time count of unsheltered persons living in places not intended for human habitation and persons living in emergency or transitional housing (DHA, 2011). Within the population, the report shows that at least 41% have a disability. Additionally, the latest United States Census data shows that 14.3% of the population is at or below the poverty level -- earning less than $23,000 annually for a family of four (US Bureau of Labor Statistics, 2008). Of this population, 25% are individuals ages 16-64 with a disability (Livermore, 2009). This group includes veterans, emancipated foster youth, single parents and grandparents, and individuals with chronic illnesses.

For homeless and formerly homeless individuals, access to employment services and the vocational rehabilitation system has not been adequate (Rio & Russell, 1999). Rio and Russell explain that current service delivery systems require clients to have a permanent address, which many do not have because they lack permanent and stable housing. Further, participants in homeless programs who have attempted to access employment services often feel unwelcomed and excluded from mainstream programs that do not have staff trained to address their unique needs. It is also well-documented that an unkempt or disheveled appearance has caused many individuals to feel judged and ashamed when attempting to access employment services (Rio & Russell, 1999).
In working with low-income persons, some of whom have been homeless, the author contemplated the reasons why available employment services and vocational rehabilitation services were not widely accessed by eligible PSH residents with disabilities, especially because housing was no longer a barrier for them. The author determined that a combination of individual and systemic barriers made access and utilization of employment services a challenge. The author learned of and studied programs throughout the country that have successfully integrated employment services as part of case management within PSH housing communities and created links with public and private organizations to promote employment. She determined that a collaborative approach to developing a similar jobs-housing program would benefit tenants in supportive housing in Sacramento. With more than 200 permanent supportive housing units becoming available in 2012, the timing is optimal for the development of an employment collaborative to achieve greater coordination of service delivery for individuals with disabilities seeking employment (SSF, 2011a).

The author reviewed studies compiled by the Corporation for Supportive Housing (CSH) that identified strategies to increase improved employment outcomes for persons with disabilities in PSH. In a summary report of the Next Step: Jobs Initiative, an effort funded by the Rockefeller Foundation in the late 1990s designed to improve employment outcomes for people in supportive housing, findings were supportive of establishing collaborative approaches between housing providers and vocational professionals.
The author interviewed permanent housing operator, Rachel Iskow, Executive Director of Sacramento/Yolo Mutual Housing Association (SYMHA) and Ane Watts, Employment Services Director of Lutheran Social Services (LSS) a homeless service delivery organization that provides case management services, including employment services to formerly homeless individuals with disabilities.

Ms. Iskow identified Mutual Housing at the Highlands, a newly opened housing community that includes supportive services provided by Sacramento non-profits, Lutheran Social Services, The Effort and Turning Point for formerly homeless individuals with disabilities. 73% of the units within the 90-unit community are dedicated to homeless individuals with physical and/or mental health disabilities. The remaining 24 units are available to families earning less than $25,000 a year. Iskow believes that formerly homeless tenants with disabilities living in the community would benefit from employment services programs, noting that once stabilized in housing, formerly homeless individuals want to work. SYMHA is currently utilizing a collaborative approach with Lutheran Social Services to incorporate employment services in the case management strategy for residents of the program. Employment Specialist, Ane Watts notes that while employment is not the primary service provided, it nevertheless has been included in the community to promote access to clients that need it. She believes that a broader community collaborative approach will help utilize existing community resources more effectively and would support low-income housing providers looking to expand access to employment resources.
Statement of the Problem

Individuals with disabilities who are homeless do not access available employment services as often as individuals who are not homeless (HUD, 2008). Based on a 2010 Project Homeless Connect survey, 61% of respondents cited the state of being homeless and a lack of awareness of available employment services as significant impediments to finding a job (Erlenbusch, Stevens, Towson & Watts, 2010). Individuals with little or no work experience must try to navigate an unfamiliar system that is not always responsive to their unique individual needs. In a report evaluating the Job Training for the Homeless Demonstration Project (JTHDP), a program authorized as part of the McKinney-Vento Act in the 1990s, the authors noted that the needs of homeless people are unique and often cross service agency barriers (DOL, 1994). Coordination amongst these agencies, often times with differing missions, requires time and commitment to maintain. This lack of interagency collaboration results in an underutilization of employment programs available to homeless and at-risk families and individuals. There is no comprehensive multi-agency approach to the delivery of employment services for formerly homeless individuals with multiple barriers to employment in Sacramento. This limits access to programs and resources designed to promote self-sufficiency, financial independence and an increased sense of self-worth for individuals who have been marginalized. The current service delivery approach for homeless individuals with multiple barriers to employment is a series of silos that do not address the multi-faceted barriers faced by this population. A formal collaborative between housing operators and employment services organizations focused on addressing
transportation, health, training, education, childcare and interpersonal barriers for residents of permanent supportive housing to obtain and retain employment, does not currently exist in Sacramento.

Purpose of the Project

Formerly homeless individuals in Sacramento once stabilized in permanent housing would benefit from a comprehensive approach to case management that includes employment services. A coalition comprised of affordable housing operators and employment service professionals will develop a model that effectively integrates vocational services and provide an avenue for resource sharing that will help address individual and structural barriers to employment for tenants with disabilities living in permanent supportive housing. The collaborative will develop and improve links between community agencies and public and private organizations that are providing services to formerly homeless individuals with disabilities.

The Vocational Opportunity Housing Collaborative (VOHC) concept is adapted from a program called the Supportive Housing Employment Collaborative (SHEC) in San Francisco, California (CSH, 2011). The SHEC integrates vocational services into the supportive housing environment and creates a forum for information and resource sharing among affordable housing operators. Employment plays an important role in ending homelessness (CSH, 2005). This program creates greater access to employment services, including job readiness and life stabilizing supports for supportive housing tenants with disabilities.
Utilizing a client-centered approach, a similar collaborative adapted from the SHEC model will be developed to increase access to existing mainstream employment services for formerly homeless individuals living in permanent supportive housing in Sacramento. VOHC will: 1) provide a network of integrated employment and vocational rehabilitation services, 2) utilize a job developer to increase employment and training opportunities for tenants in PSH communities, and 3) provide a job readiness curriculum to prepare individuals entering or re-entering the workforce.

Public policy is currently shifting towards helping formerly homeless and low-income tenants attain employment and self-sufficiency (Kato, Riccio & Dodge, 2001). For affordable housing operators, homeless service providers, community organizations, and government agencies, collaboration becomes an appealing approach to responding to that shift. The formation of a collaborative allows for service agencies with a variety of specializations to create a comprehensive approach to serving individuals with multiple barriers to employment. The collaborative structure allows each agency/organization to focus on its area of expertise while addressing a range of individual needs.

Income and housing instability is an ongoing challenge for low-income populations. The Vocational Opportunities Housing Collaborative will create a network of existing resources to help maximize job search and employment training opportunities for individuals who have experienced a variety of personal and systemic barriers to employment.
Definition of Terms

**Affordable Housing**

Housing is generally considered affordable when rent or a mortgage does not exceed 30% of a household’s income (HUD, 2008b).

**Barriers to Employment**

Personal and systemic characteristics that may prevent an individual from participating in or accessing employment or services that may lead to employment. These include: disability, health, family circumstances, child care, interpersonal and job skills. This also refers to social and economic barriers, including access to transportation, limitations of mainstream services and attitudes towards homeless and low-income individuals (HUD, 2008a).

**California Department of Rehabilitation (DOR)**

Administers the largest vocational rehabilitation program in the country. Its mission is to provide services and advocacy that assist people with disabilities to live independently, become employed and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist the consumers they serve (DOR, 2012a).

**Case Management Housing**

There are many definitions of case management services. According to HUD, case management services provide a single point of accountability for coordination of services. In supportive housing, case management services are designed to offer the
tenant support in living independently and establishing and maintaining residential
stability. (HUD, 2012a)

*Case Management Department of Rehabilitation*

As appropriate to the vocational rehabilitation needs of each individual and
consistent with each individual’s informed choice, the Department makes vocational
rehabilitation services available to assist the individual with a disability to prepare for,
secure, retain, or regain an employment outcome that is consistent with the individual’s
strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed
choice (DOR, 2012b).

*Case Manager - Housing*

An employee of a supportive housing provider that helps residents identify and
achieve their goals and meet their needs through the provision of access to various
services (CSH, 2006).

*Chronically Homeless*

The United States Department of Housing and Urban Development currently
defines a chronic homeless person as an unaccompanied disabled individual who has
been continuously homeless for over one year or has experienced 4 episodes of
homelessness within a 3 year period (HUD, 2012a).

*Corporation for Supportive Housing (CSH)*

An organization that helps communities create permanent housing with services
to prevent and end homelessness by providing funding, technical assistance and advocacy
(CSH, 2012a).
**Homeless individual**

Generally, a person who lacks a fixed, regular, and adequate nighttime residence; and an individual who has a primary nighttime residence that is—

(A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); (B) an institution that provides a temporary residence for individuals intended to be institutionalized; or (C) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings (U.S. Code, 2012).

**Mainstream Programs**

Publicly funded programs that provide services, and income supports to people who are poor whether they are homeless or not. Mainstream programs include housing, food, health care, transportation, and job training designed to help low-income individuals achieve or retain economic independence and self-sufficiency (HUD, 2008).

**Next Step: Jobs Initiative**

Funded by the Rockefeller Foundation and managed by the Corporation for Supportive Housing, Next Step: Jobs was an effort designed to provide services and assistance that prepared residents of permanent supportive housing locate and retain jobs. It was in operation from 1996 to 2000.

**One-Stop Career Centers**

A one-stop single access entry to employment services, job training and education (U.S. Congress, 2012).
Permanent Supportive Housing (PSH)

A cost-effective combination of housing and supportive services for individuals with disabilities that have experienced or at risk of homelessness.

The Rehabilitation Act

A federal act that authorizes funding for various disability-related purposes and activities, including state vocational rehabilitation (VR) programs, independent living programs, training and research, and the work of the National Council on Disability (DOL, 2011).

Sacramento Employment Training Agency

A joint powers agency of the City and County of Sacramento formed in 1978. The agency operates the areas One-Stop Career Centers (SETA, 2012).

Sacramento Housing Alliance

A non-profit social benefit coalition that advocates for affordable housing, services and amenities for low-income communities, communities of color and homeless people (SHA, 2011).

Project Homeless Connect

An annual “one-stop” event developed to provide a range of services for homeless and low-income families and individuals. Sacramento has held a Homeless Connect event since 2008.

Sacramento|Yolo Mutual Housing Association

A non-profit affordable housing developer building and rehabilitating housing units for people generally earning less than $40,000 per year. The organization recently
developed its first housing property with units dedicated to providing housing for formerly homeless individuals earning approximately less than $13,000 in income annually (Sacramento/Yolo Mutual Housing Association, 2011).

**Soft Skills**

Basic social proficiencies that promote success in the workplace. Examples include: personal grooming, getting to work on time, attendance, showing initiative, and communicating clearly, verbally and in writing.

**Supported Employment**

Paid employment which is supported by any activity needed to sustain paid work by persons with disabilities including supervision, training and transportation (Powell et al, 1991).

**Vocational Rehabilitation**

The process by which a person with a disability is provided resources, counseling and guidance to obtain and retain employment. (Rubin & Roessler, 2008).

**Vocational Rehabilitation Counselor**

A professional who serves individuals with disabilities utilizing a multifaceted and integrated service approach (Rubin & Roessler, 2008).

**Vocationalizing**

This term refers to the process by which the housing environment supports employment goals and employment related achievements of tenants. It is used to describe the housing community when it includes employment services (Parkhill, 2003).
Work Incentive Programs

Programs that provide tax credits or allow a disallowance as an incentive to work opportunities for low-income individuals.

Limitations of the Project

This project is limited by available data showing the current needs of homeless and low-income households in the Sacramento, metropolitan area. The research conducted for this project occurred between June of 2011 and February 2012. The needs of the community and allocation of resources are subject to change as well.

The program grant proposal, the Memorandum of Understanding (MOU) and the VOHC “Get Ready for Work Job Readiness Curriculum” was developed specifically for use in Sacramento, California and as such is limited to that metropolitan region. The curriculum includes current community resources and may change periodically as needs change. Additionally, this project was developed for community groups, public agencies, permanent supportive housing operators, and employment organizations in the Sacramento region currently serving homeless individuals with disabilities. These groups tend to believe in promoting both social and economic opportunities and policies for homeless and low-income individuals.

The author supports, promotes and advocates for the social and economic rights of homeless and low-income people. This project is subject to the author’s bias and belief in the right to housing, employment an adequate standard of living for all individuals.
Organization of the Remainder of the Project

Chapter 1 includes an introduction, statement of the problem, definition of terms, limitation of the project and organization of the project. Chapter 2 is a review of the literature. It includes a definition of homelessness, barriers to employment, an overview of the permanent supportive housing model, purpose and history of vocational rehabilitation, housing and employment models around the country, work incentives and supported work. Chapter 3 includes the methodology used by the author to describe the process by which the project was conceived and then developed. Chapter 4 describes the author’s summary and recommendations.

Appendix A is a grant proposal to fund two positions, a program coordinator and job developer for a newly formed collaborative called the Vocational Opportunities Housing Collaborative (VOHC). Appendix B is a sample Memorandum of Understanding between VOHC and the Department of Rehabilitation to establish an integrated and comprehensive approach to the delivery of vocational rehabilitation services to participants in the collaborative. Appendix C is a job readiness curriculum prepared for use by non-vocational specialists in permanent supportive housing communities.
Chapter 2
LITERATURE REVIEW

Introduction

According to the U.S. Department of Labor, Office of Disability Employment Policy, having a place to stay is vital to entering and remaining in the workforce (DOL, 2012a). Homeless and formerly homeless persons with disabilities experience multiple barriers to employment (HUD, 2008). A report prepared by the Department of Labor, noted that housing services are essential, particularly permanent housing, because they can increase the individual’s ability to seek and retain employment (DOL, 1994). The most stabilizing component missing for most homeless people is a permanent address. For individuals exiting homelessness and beginning the recovery process, having a stable home is vital (Gao, Waynor & O’Donnell, 2009).

In 2008, the Annual Homeless Assessment Report to Congress identified that 43% of the adults entering emergency shelters were persons with disabilities (HUD, 2008). According to the report, relative to the U.S. population as a whole, people with a disability were an overrepresented demographic within the homeless population. The report states that persons with disabilities, especially mental health and substance abuse, have greater difficulties finding permanent, affordable housing. This is a significant barrier to accessing vocational programs to find and retain competitive employment (HUD, 2008).
In a survey conducted in 2009 in Sacramento, California at Sacramento’s Project Homeless Connect event, 87% of the homeless respondents stated they wanted to work (NAEHC, 2010). For individuals that were not working the reasons they cited were: lack of available employment; homelessness; disability; a lack of transportation; being unaware of their eligibility for competitive employment services; and a lack of education, training and vocational skills.

Barriers to Employment

In its report Homelessness: Barriers to Using Mainstream Services the U.S. General Accounting Office identified that the characteristics of homelessness like transience, instability and a lack of basic resources make finding and retaining employment especially difficult (U.S. GAO, 2001). Both the condition of homelessness and systemic barriers have resulted in limited accessibility to programs that would improve employment outcomes for low-income individuals (HUD, 2008). The types of barriers that homeless and formerly homeless individuals experience include: limited access to transportation, limited training, and education health conditions, lack of childcare, and disabilities (DOL, 1994). Most employers assume an employee has access to the resources necessary to maintain stable employment, not only housing but also transportation, child care, and food; access to all of which are a struggle for people who are homeless. (Just Work, 2005).

Transportation

The most widely cited barrier to employment, aside from housing, is transportation (DOL, 1994). In Sacramento, 31% of homeless survey respondents
identified a lack of transportation as a significant barrier to employment (NAEHC, 2010). Most homeless individuals do not have access to a car and lack the financial resources to utilize public transportation (U.S. GAO, 2001). In a report titled *Transportation Prescription*, public policy advocates document the impact of transportation on income and health (Policy Link, 2012). The report notes that access to transportation and economic and social opportunity, including jobs are inextricably linked. The Office of Disability Policy (ODEP) identifies accessible, reliable transportation as one of the most critical factors to becoming a productive participant in the workforce (DOL, 2012b).

Training and Education

A lack of education, training and competitive work skills presents another challenge for homeless individuals (HUD, 2008). In Sacramento, more than 25% of homeless individuals reported education level and a lack of training as a significant barrier to employment (NAEHC, 2010). While training programs and vocational services for homeless individuals with disabilities exist, a lack of information about programs that can assist them can be an obstacle (U.S. GAO, 2001). Underutilization of available programs is a missed opportunity for potential employees and employers seeking more trained and qualified workers.

Health Concerns

For low-income and homeless individuals, preventative dental care while desirable, is often treated more as a luxury than a necessity (Wallace & McEntee, 2011). Wallace and McEntee note that overall for low income people dental problems are addressed when there is already a problem (i.e. pain or teeth falling out). Additionally,
homeless service providers cited in the study stated that unmet dental needs can be an impediment to locating housing, securing housing and improving the health of the low-income consumers served.

According to a 2011 study conducted in Australia, 40% of individuals in poverty between the ages of 24-64 years old identified poor health or a disability as the primary reason for not being in the work force (Callander, Schofield & Shrestha, 2011). The authors cite, that in spite of the government’s efforts to bring more people with disabilities into the work force, there is a lack of recognition of the obstacle that poor health can present in workforce participation. (Heralds UN2011 as cited in Callander et al, 2011).

Disability

According to the Office of Disability Policy (ODEP), the term “disability” can be defined in several ways (DOL, 2012c). For the purposes of vocational rehabilitation, state agencies define disability as a mental or physical impairment that creates a “substantial impediment” to employment. ODEP reports that in January of 2012, 20% of the labor force was made up of people with disabilities (DOL, 2012c). The agency also reports in the same month that the unemployment rate for people with disabilities was 4% higher than for those who were not identified as having a disability. Most individuals with disabilities who are not working lack income and employer sponsored health coverage (MacDonald & O’Neil, 2006).

One of the major barriers to individuals with mental health disabilities is the stigma of such disabilities (Scheid, 2005). Scheid notes that in spite of the landmark
inclusion of workplace protections in the Americans with Disabilities Act (ADA) for individuals with mental impairments, that many employers still do not believe individual’s with significant mental illnesses are employable.

Lack of Affordable Childcare

A commonly cited reason for being out of the workforce is a lack of childcare (Callander, Schofield & Shreshta, 2011). Affordable childcare and access to it is a necessary precursor to employment for parents (Crawford, 2006). For families, especially single parents, entering or reentering the workforce can be dependent upon the availability of care for their children. For women with children, finding employment can mean they find themselves financially worse off than when on government assistance because of the high cost of childcare and a dramatic reduction in disposable income (Just Work, 2005). It has been estimated that families falling below the poverty line paid four times more for health care than other families (U.S. Census, 2010). For a family of three the 2011 estimated poverty threshold is $17,922.00 (U.S. Census, 2011).

Access to One-Stop Career Centers

For individuals with mental health disabilities, receiving employment services from local One-Stop Career Centers (implemented as part of the Workforce Investment Act in 1988) can be especially difficult (U.S. GAO, 2011). The nature of their disability and their unique needs can be a challenge for untrained staff. Additionally, mental health programs may be reluctant to refer their clients to One-Stop Career Centers for fear that workforce providers will not understand how to address these individuals’ specific needs (HUD, 2008). In 2003, the U.S. Department of Labor, Office of Disability Employment
Policy funded an effort to increase and improve employment opportunities for chronically homeless individuals with disabilities through a local partnership with HUD housing providers (DOL, 2012). *The Ending Chronic Homelessness through Employment and Housing Project* implemented “customized” employment strategies in five cities throughout the country: Portland, Boston, Indianapolis, San Francisco and Los Angeles. Results of the demonstrations were favorable with, 59% of participants earning income, 44% entering competitive employment, 24% in protected or subsidized work, and 4% becoming self-employed (CSH, 2006).

Interagency Collaboration

Collaboration has been identified as a beneficial strategy for workforce providers and community organizations serving the needs of homeless people (HUD, 2008). Despite this recognized benefit, there are many challenges to coordinating those services. For example, myths about limited vocational opportunities are perpetuated because of a splintered and over-extended delivery system, presenting greater challenges to individuals with significant disabilities (DOL, 2005). Interagency coordination is also inhibited because of funding restrictions, administrative obligations, and differing agency missions (CSH, 2006). Additionally, effective planning and implementing a coordinated approach to service delivery takes a great deal of time and with already limited resources presents its own challenges. Some formerly homeless individuals may also require public benefits as a supplement to employment. Navigating through the various programs that support low-income workers can be complex and confusing (HUD, 2008).
The Supportive Housing Model

According to the United States Department of Housing and Urban Development (HUD), permanent supportive housing provides long-term housing with supportive services for homeless persons with disabilities (HUD, 2011). This type of housing with supportive services, including case management, counseling, life skills training and other social services enables special needs populations to live independently in a permanent and stable setting. It is a housing first model, one in which homeless people are provided housing to immediately meet their basic need and then services are added as needed (NAEHC, 2006).

In the late 1980s and 1990s a permanent supportive housing initiative in New York resulted in a 37% reduction in the number of adults in the emergency shelter system over a period of five years (Markee, 2002). Advocates have long held the belief that the cost of homelessness is much more expensive than solving the problem (Culhane, 2008). In one cost analysis study, researchers found that homeless individuals with severe mental illness used an average of $40,500 in services (Culhane, Metraux & Hadley, 2002 as cited in Culhane, 2008). The study found that once housed, the same individuals used an average of $16,200 in services, a 40% cost reduction. Based on these kinds of comparative analyses, the United States Interagency Council has determined that supportive housing interventions are a cost-effective and successful intervention to homelessness (USICH, 2012).

While supportive housing programs are successful in reducing and preventing homelessness, very few of the support services provided focus on improving employment
outcomes for tenants (Gao, Waynor & O’Donnell, 2009). Gao Waynor & O’Donnell note that a cultural shift that includes a focus on employment services within the housing environment would benefit stabilized residents seeking employment. For operators of PSH communities, adopting an organizational commitment to employment is vital for helping tenants and consumers obtain and maintain employment. The Corporation for Supportive Housing has called integrating employment services into case management at PSH communities “vocationalization” (CSH, 2001).

Vocational Rehabilitation

Vocational rehabilitation refers to a range of services that are designed to help individuals with disabilities prepare for employment (DOR, 2011). The Rehabilitation Act of 1973 and subsequent amendments were the result of a growing disability consumer movement. (Rubin & Roessler, 2008). According to Rubin and Roessler, individuals within the movement, recognizing civil rights disparities, began to fight for legislation that provided for, among other things, effective rehabilitation services. The passage of the Act and subsequent amendments advanced the civil rights of individuals with disabilities and expanded services to individuals with severe disabilities. The Act of 1973 also emphasized the joint counselor-client relationship in the rehabilitation process (Randolph, 1975: as cited in Rubin & Roessler, 1999). This made the consumer a direct participant in the rehabilitation process.

The rehabilitation process involves the client working with the rehabilitation counselor to develop an Individualized Plan for Employment (IPE) (DOR, 2011). A strong working alliance between the counselor and the client may be utilized to improve
outcomes for clients (Lustig et al., 2002). A vocational examination and goal setting provide a basis for the kinds of services from which a client may benefit to obtain employment (Rubin & Roessler, 1999). Research indicates that vocational rehabilitation clients who obtain employment congruent with their IPE rehabilitation goals earn significantly higher wages (Beveridge & Fabian, 2007).

The types of services recommended by counselors in the rehabilitation process are based on the needs of each individual consumer (DOR, 2011). According to the California Department of Rehabilitation Consumer Handbook, some of the types of employment services offered by rehabilitation agencies include:

- Counseling and guidance
- Job search and placement assistance
- Vocational and other training services
- Evaluation of physical and mental impairments
- On-the-job or personal assistance services
- Interpreter services, mobility services for the deaf and blind
- Occupational licenses, tools, equipment
- Technical assistance for self-employment
- Assistive technology
- Supported employment
- Transportation
To access these and other vocational rehabilitation services from most state agencies, a permanent address is required at the time of application (Rio and Russell, 1999). Rio and Russell note that the requirement of a permanent address is a policy based on the presupposition that stable housing is required for successful employment.

Supportive Housing and Employment Services

In 1995, the Corporation for Supportive Housing (CSH) initiated an effort to determine if place-based employment programs could meet the needs of tenants of supportive housing communities (Parkhill, 2003). In just the first two years of the initiative, tenants of supportive housing filled 1000 jobs (Rio & Russell, 1999).

The Next Steps: Jobs Initiative included funding and tracking of the successes and setbacks of 21 supportive housing operators throughout the country as they integrated employment and training services into the case-management, service delivery model for formerly homeless tenants. In 1996, CSH was awarded additional funding from the Rehabilitation Administration, U.S. Department of Education to create linkages between permanent supportive housing operators and the vocational rehabilitation system in New York (Rio & Russell, 1999). According to Parkhill (2003), the 21 supportive housing communities were organized around five broad place-based employment strategies: job development, in-house employment and training, employment and training referral/inter-agency collaboration, enterprise development and support service integration. While the models and strategies employed by the supportive housing communities varied, CSH was able to identify key principles to successful programs. Parkhill identifies those common qualities as:
- Inclusiveness
- Accessibility
- Flexibility
- Standing offer of work
- Coordinated, integrated approach to services
- Emphasis on high-quality, long-term employment, and
- Linkages to private and public sectors

One employment services model, the Supportive Housing Employment Collaborative (SHEC), which was formed in 1995 with seed funding from the *Next Steps Jobs Initiative*, emphasizes the use of existing employment and training resources and inter-agency collaboration to create employment opportunities (Parkhill, 2003). It is made up of a network of housing, service and employment agencies in San Francisco and provides educational and vocational opportunities to 225 tenants each year (CSH, 2008).

**Work Incentive Programs**

Federal and state programs that provide tax incentives for workers and businesses that hire workers with barriers to employment are a useful tool for creating greater participation in the workforce for formerly homeless individuals with disabilities (HUD, 2008). Some examples of work incentive programs include: Work Opportunity Tax Credit (WOTC), the Earned Income Tax Credit (EITC) and the Earned Income Disallowance (EID). While these programs alone do not provide a “silver bullet”
solution out of poverty, they are important in helping individuals move toward self-sufficiency.

The Work Opportunity Tax Credit (WOTC) is a federal tax credit that encourages private sector businesses to hire low-income job seekers in nine qualified groups including veterans, SSI recipients, and individuals receiving state approved vocational rehabilitation services (DOL, 1994). This program reduces an employer’s tax liability while providing an important incentive to hiring individuals with barriers to employment (HUD, 2008).

The Earned Income Tax Credit (EITC) is a federal and state tax credit that can be used to reduce the tax burden on low to moderate income households (CBPP, 2012). Individuals with no children earning $14,000 a year or less and working families with children earning between $36,000 and $49,000 can qualify for this credit (IRS, 2011). According to the National Law Center on Homelessness and Poverty, approximately 15-20 percent of eligible households do not take advantage of the EITC (HUD, 2008). The Center cites that individuals may lack knowledge that they are eligible for the credit or may have difficulties filling out the required forms.

Another program available to low-income wage earners is the Earned Income Disallowance (EID), a HUD program that allows households to increase their incomes through employment without triggering rent increases (HUD, 2008). This benefits both the operators of subsidized housing and tenants by adding greater stability and reducing tenant turnover (HUD, 2011). This can be an important incentive for individuals that fear that a change in income will result in a higher monthly cost for rent.
The Workforce Investment Act (WIA), enacted in 1998, created a national system that provides a one-stop approach for employment services, job training and education for employers and job-seekers (U.S. Congress, 2011). WIA established One-Stop career centers to help deliver coordinated employment services, recognizing individual choice and labor needs.

Supported Employment for Individuals with Mental Health Disabilities

Supported employment (SE) is an employment model that presumes a person is employable, regardless of the severity of the disability (Roberts & Pratt, 2007). SE was first introduced into legislation with the Developmental Disabilities Act of 1984 (Powell, et al, 1991). According to Powell et. al., SE contains seven critical characteristics: integration, wages and benefits, placement first, zero reject, flexible support, life-long support, and choices (1991). Powell et. al identify acceptable outcomes of SE as self-esteem, relationships with others, exercise of choice, development of new skills, community participation, improved quality of life and income (Powell, 1991). According to federal guidelines, supported employment targets three groups of individuals with severe disabilities for whom competitive employment has not traditionally occurred as a result of their disabilities. They are (1) severely disabled, multi-handicapped youth aging out of the education system who would have been targeted for day treatment or sheltered employment; (2) individuals in long-term sheltered employment; and (3) individuals whose disabilities are so severe that they may have been previously considered ineligible for vocational rehabilitation services” (Federal Register, 1987).
SE programs that utilize a client-centered approach, one in which the individual is the primary decision-maker, and operates on the premise that the individual wants to work, can be effective (Kostick, Whitley & Bush, 2010; Akabas, Gates & Oran-Sabian, 2006). Kostick, Whitley & Bush note that the lack of individually supported approaches for people with severe mental illnesses is a central barrier to the delivery of rehabilitation services. According to Lloyd & King (2012), to achieve optimal vocational outcomes for people with a mental illness, attention must be paid to clients seeking and maintaining employment. The issue of employment should be routinely addressed in the recovery plans of clients.

One best practices effort, the Work Opportunities for Rewarding Careers (WORC) Program, utilizes the SE model while providing a coordinated approach to vocational services by both the clinician and employment specialist (Akabas, Gates & Oran-Sabian, 2006). The program helps mental health consumers secure and retain employment as well as identify a career path, regardless of disability. Akabas, Gates & Oran-Sabian cite that because consumers can experience a range of issues, a broader integration of services to address housing, transportation and physical health concerns are integral to improving employment outcomes (2006).

Summary

The review of the literature began with a discussion of the number of homeless people with disabilities and a lack of housing as the primary barrier to employment stability. Additional barriers to employment for homeless people including, transportation, training and education, health concerns, disability, lack of affordable
childcare, and a lack of interagency collaboration, were also discussed. The discussion continued with the identification of the supportive housing model as an evidence-based approach to addressing homelessness for persons with disabilities.

Literature highlighting the vocational rehabilitation process was reviewed next. This was followed by a review of related literature regarding employment models used in supportive housing communities. Additionally, this author included peer reviewed journal articles, policy reports and fact sheets regarding available state and federal work incentive programs to both employers and potential employees. The review of the literature was concluded with information regarding supported employment for people with mental health disabilities.
Chapter 3

METHODOLOGY

Review of Sources

Information for this project was collected using journals, individual phone and in-person interviews, research data, library resources, government reports, public policy documents, and websites. The information gathered includes peer reviewed journals, census data, public policy reports, public fact sheets, agency policies, survey data, and relevant legislation. Additional information was gathered from various meetings with homeless service providers, housing operators, government agencies and vocational and employment service professionals. The Vocational Rehabilitation Counseling Masters Project Handbook, (Ortman, 2009) was utilized as a guide to structuring the project.

Method

The idea for this project was conceived of following a presentation about the Supportive Housing Employment Collaborative (SHEC) by Coordinator Cameron McHenry in 2010 during a Homeless Employment Committee meeting at the Sacramento Employment and Training Agency (SETA). The Homeless Employment Committee (HEC) was formed in 2008 and is a working group of the non-profit Sacramento Step’s Forward (SSF). SSF is a part of a local initiative aimed at ending homelessness and tasked with administering federal grant Continuum of Care homeless services and housing funding. The HEC is comprised of employment specialists, job developers,
housing advocates and other service providers. Representatives from the following agencies actively participate in the committee: Goodwill Industries, Sacramento Employment Training Agency, Sacramento Housing Alliance, Transitional Living and Community Support, Department of Vocational Rehabilitation, Paratransit Inc., Resources for Independent Living, Lutheran Social Services, Sacramento Area Emergency Housing Center, Sacramento County Department of Human Assistance and Women’s Empowerment.

In 2009, the HEC developed a survey that was administered at the Sacramento Project Homeless Connect in 2009 and 2010. The survey was designed to determine what, if any, barriers to employment that homeless people experienced. Respondents identified the condition of homelessness itself was a significant barrier to finding and retaining employment. Respondents also cited a lack of information about available employment services as another barrier. The HEC contemplated that once the greatest barrier to employment- housing- was eliminated what would help facilitate greater access to vocational rehabilitation and other employment services for formerly homeless individuals?

A working group to explore the concept of developing a comprehensive approach to providing employment services to formerly homeless individuals living in permanent supportive housing properties was convened and chaired by the author. The working group included, staff from Goodwill Industries, Transitional Living and Community Support, and the Department of Human Assistance. In the author’s capacity as an
employee of the Sacramento Housing Alliance (SHA) she consulted with board members to determine if the concept was feasible in Sacramento. Upon discussing it further with the HEC and SHA board members, it was clear to the author that there was both an interest and a need to develop a more collaborative approach to employment service delivery for formerly homeless people with disabilities living in permanent supportive housing.

The project consists of three parts: a grant proposal, a Memorandum of Understanding and a job readiness curriculum for individuals living in permanent supportive housing communities. The program was developed based on research of best practice models. Each component of the project is designed to utilize a best practices approach.

Appendix A consists of a grant proposal, sample budget and two job descriptions for a new collaborative program. The information that contributed to the development of the grant was based on the needs of the community as determined by the VOHC working group. The author identified community needs through interviews, on-line research of program documents from similar projects and through meeting discussions with Homeless Employment Committee members. Based on those sources the author determined that additional financial resources would be necessary to dedicate staff time to implement a new collaborative effort.
Appendix B is a sample Memorandum of Understanding (MOU) between VOHC and the Department of Rehabilitation (DOR). It was adapted from existing DOR MOUs between school districts and community based organizations. Rehabilitation Specialist Alfonso Nguyen, provided insights into the necessary components required for developing a specific MOU for a collaborative service delivery program. Mr. Nguyen is chiefly responsible for the development of such agreements in Sacramento. His insight and the sample MOUs provided a framework for creating a document that meets the minimal standards of DOR for developing a collaborative agreement with community organizations.

The final component, Appendix C is the VOHC Get Ready for Work! Job Readiness curriculum comprised of pre-vocational exercises and community resources to be used in conjunction with the HUD Curriculum for Employment Services in Supportive Housing. Exercises and instructional information from Women’s Empowerment’s Job Skills Training Workbook, the Workability III Program, and Do2Learn.com were adapted for the curriculum. This author developed the curriculum based on feedback from Vocational Rehabilitation Counselors at the Department of Rehabilitation, Laguna Creek Branch and PSH case managers and community-based employment specialists working with individuals with multiple barriers to employment and a limited work history. The VOHC Get Ready for Work! Job Readiness Curriculum includes exercises to enhance communication skills, good work habits and provides a variety of current community resources to help an individual access employment opportunities. The information compiled was developed as a primer for job search and job placement.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a collaborative employment program based on best practices for formerly homeless individuals with disabilities living in permanent supportive housing (PSH) communities. To that aim, the author completed the following: 1) a grant proposal to fund a new collaborative program, 2) a Memorandum of Understanding between the Department of Rehabilitation and the new collaborative to develop a comprehensive approach to the delivery of employment services to persons with disabilities living in PSH, and 3) a job readiness curriculum for PSH tenants. The concept was first envisioned at the Homeless Employment Committee (HEC), and a working group was developed to explore the feasibility of such a program in Sacramento.

The working group explored the types of supportive services provided for PSH tenants and found that employment services were minimal. Housing staff had neither the training nor the resources to effectively expand the delivery of employment services to tenants with disabilities. The resources and tools to integrate employment services were available through organizations like the Corporation for Supportive Housing (CSH, 2001) but, to date, they have not been utilized in a collaborative manner in Sacramento. Upon researching programs with a similar goal of providing a comprehensive approach to providing employment services to formerly homeless persons with disabilities in PSH,
the working group determined that a similar program would benefit consumers in Sacramento.

Recommendations

Upon conclusion of this project, this author recommends that the Homeless Employment Committee’s VOHC working group increase funding to include additional job developers to staff VOHC to expand partnerships with public and private sector employers. The Get Ready to Work! Job Readiness Curriculum should be updated annually in order to include timely resources and current and relevant training exercises. Additionally, a resource packet for the business community, which provides detailed information including a “how to” manual for utilizing existing work incentives for hiring people with disabilities and other barriers to employment, should be developed to improve links with private sector employers. The lack of knowledge of available resources and programs, both on the part of individuals seeking employment and potential employers may be addressed with an integrated approach to information sharing. This serves to benefit both the business community and individuals with disabilities participating in the vocational rehabilitation process.

Formerly homeless individuals with disabilities have multiple barriers to employment and as such require a comprehensive service delivery approach to improving training and employment outcomes. Further research, including interviews with formerly homeless individuals, individuals with a variety of mental health disabilities and chronic conditions who live in supportive housing about the specific barriers faced when attempting to access services in Sacramento would inform future efforts to improve the
service delivery system as a whole. Additionally, interviews with staff at One-Stop Career Centers and Vocational Rehabilitation Counselors about their perspective of service delivery would have provided a broader understanding of the system from a variety of points of view. Also, this author recommends a survey of affordable housing operators and employment services staff be developed and administered to help create a more comprehensive curriculum for a variety of populations in supportive housing communities. This would also serve to support the development of a strategy around increasing collaborative relationships with public and private employers willing to hire tenants in supportive housing.

The Homeless Employee Committee (HEC) will hold a homeless employment summit in 2012 with key community stakeholders, including elected officials and business leaders to foster their engagement in the issue of homeless employment. This author recommends that the HEC form a workgroup following the summit to plan and expand private sector opportunities to enhance interagency collaboration to improve employment outcomes for individuals with multiple barriers to employment.
APPENDIX A

Grant Proposal
Background of the Problem

A recent report to the United Nations Human Rights Council estimates in the United States that 3.5 million people experience homelessness every year (retrieved from: http://tinyurl.com/3rzd4bn on February 24, 2012). In Sacramento County, estimates show that at least 3,961 people experience homelessness within a year (Sacramento Steps Forward Homeless Count, 2011). In 2011, Sacramento County school districts reported an increase of more than 50% in the number of school age students living in unstable housing situations. While the reasons for homelessness are varied and complex, a lack of affordable housing and the absence of a stable household income have resulted in a dramatic increase in the number of people that are surviving on the streets, living in overcrowded conditions or living in temporary housing situations with friends or relatives (http://www.nationalhomeless.org/factsheets/why.html). Based on findings in a 2011 report delivered to the United Nations General Assembly, Human Rights Council, Sacramento was found to be in violation of basic human rights for restricting access to safe drinking water and sanitation services to homeless people (retrieved from: http://www.nlchp.org/view_release.cfm?PRID=138 on February 24, 2012). The U.N. report cites both a legal and moral obligation to an individual’s rights to the most basic human provisions and an adequate standard of living. For individuals who are homeless, an adequate standard of living is difficult to attain without income stability. According to a report compiled by Sacramento Steps Forward (SSF) at Sacramento’s 2010 Project
Homeless Connect, 71% of survey respondents became homeless due to a loss of a job and income. The hope of someday becoming self-sufficient can depend on access to programs and systems that work together to address multiple barriers to obtaining and retaining employment.

The National Coalition for the Homeless estimates that 44% of homeless people have some type of employment. (Retrieved from: http://www.nationalhomeless.org/factsheets/employment.html). SSF reports approximately 88% of homeless survey respondents reported they wanted full-time or part-time work. These statistics challenge a common misconception that people who experience homelessness do not want to work. Some of the barriers to employment identified in the SSF survey include, housing, transportation, a lack of education/training, health and disability.

According to the United States Housing and Urban Development Department (HUD), the 2012 Fair Market Rent (FMR) for a two-bedroom rental unit in the Sacramento Metropolitan area is $968. In order for a household not to exceed 30% of its monthly income for rent and utilities – the federal government standard for housing affordability—a household would have to earn approximately $37,000 annually (retrieved from US Census housing). The National Low Income Housing Coalition estimates that at the California minimum wage of $8.00, 2.2 full-time jobs would be required to afford the FMR rent of a two-bedroom unit (NLIHC, Out of Reach). For formerly homeless individuals with disabilities, a combination of affordable housing and
a stable income can be the difference between an adequate standard of living and a life out on the streets.

**Need Identification**

The most recent reports on homelessness indicate that unemployment is a primary cause of poverty and homelessness. Compounding that, available employment services in Sacramento County are currently underutilized by eligible individuals with disabilities who fall below the federal poverty guidelines. A lack of access and understanding of the complex challenges to obtaining and retaining employment for individuals who are homeless or at risk of becoming homeless has contributed to a fragmented service delivery system. The 2010 American Community Survey reports that persons with incomes below the federal poverty guidelines account for 16.8% of the total population in Sacramento County. For homeless individuals, the lack of coordinated linkages to employment and vocational rehabilitation services creates a series of missed opportunities to obtaining and retaining jobs. Additionally, the lack of collaborative approach between supportive housing operators, employment service providers and vocational rehabilitation programs for veterans, individuals coping with mental health disabilities, persons with chronic illnesses such as HIV/AIDS, and substance abuse leave a segment of the population unable to achieve the goal of financial independence and self-sustainability. The absence of a comprehensive and integrated approach continues to throw “money at the problem” without creating viable solutions to providing interested job seekers with employment opportunities.
Program Description

The Vocational Opportunities Housing Collaborative (VOHC) is a project modeled after best practice programs that have successfully created linkages for integrated employment services and supports for people with disabilities living in permanent supportive housing (PSH). Supportive housing is a successful, cost-effective combination of affordable housing with services that helps people live more stable, and productive lives. VOHC will utilize existing employment and training community resources to provide increased opportunities for successful employment outcomes for formerly homeless tenants.

Individuals in PSH communities experience multiple barriers to employment including disability and limited experience in the workforce. Job coaching and pre-vocational training has been proven to increase employability for individuals with multiple barriers. Through its “Next Step: Jobs Initiative” The Corporation for Supportive Housing, a supportive housing research and advocacy organization, demonstrated that tenants, once stabilized in supportive housing, want to work. When the necessary training, social and rehabilitation support services and the opportunity are available, individuals with multiple barriers can achieve successful employment outcomes.

A comprehensive approach that directly establishes partnerships with government agencies, private sector employers and non-profit service providers to create the necessary pre-vocational and vocational supports is currently missing in the Sacramento community. VOHC will serve to fill that gap and will create economic independence for
PSH residents. The target population includes residents living in permanent supportive housing communities with physical and psychiatric disabilities. With unemployment numbers in Sacramento reaching double digits, there is an increased need to focus available resources on pre-vocational skill development, job search, and job placement for low income individuals with disabilities. This approach will serve to reduce the need for public assistance, develop self-sustainability for people with multiple barriers to housing and employment and contribute to the economic growth of the Sacramento region.

The mission of the Sacramento Housing Alliance (SHA) is to promote quality, affordable and accessible housing and enhanced opportunities for lower income households and homeless individuals in the greater Sacramento region. SHA was established more than 20 years ago include affordable housing operators and developers, employment service providers, homeless advocates, environmentalists, architects, business leaders and other members.

VOHC has three primary goals with several associate objectives: 1) integrate employment services in the existing PSH model, 2) provide linkages to existing employment resources, especially with agencies and employers that promote work for persons with disabilities and 3) collaborate with the California Department of Rehabilitation (DOR) to coordinate tenant’s use of vocational rehabilitation services, on-the-job training, job placement and other applicable services. These goals will result in increased employability of residents, a reduction in the need for public assistance, development of job coaching supports for job retention and
development of an environment that integrates employment goals as a component of recovery.

Goal 1: Integrate employment services and resources in the existing supportive housing services model.

Objectives:

1. Four PSH communities will have employment services on site and will be a part of the collaborative
2. 10-15 PSH staff will be trained in providing employment services
3. 100 Residents living in PSH communities will be served

Key activities: Establish a “vocationalized” work environment throughout the PSH community by:

- Collaborating to create a unified mission statement that includes tenant employment as a central purpose of each organization
- Training staff in a pre-employment curriculum using a modified version of the Corporation for Supportive Housing’s Customized Employment Training Series (CETS) to increase successful outcomes for clients accessing employment services throughout the community
- Establishing regular communication with social service coordinators and employment service providers
- Convening a minimum of two on site meetings to give tenants an opportunity to submit feedback about the program
- Including job coaching with case management services
Planning and conducting on-site training and development workshops for tenants

Goal 2: Provide linkages to existing employment resources, especially with agencies and employers that promote work for persons with a range of disabilities

Objectives:
1. Four placement partnerships will be established between PSH properties and key agencies
2. Additional partnerships will be developed with private sector employers to increase on the job training and permanent employment opportunities.

Key activities:
- Develop a network of existing job placements with non-profits and other private sector employers
- Convene a partner strategy meeting to engage PSH and employment services agencies.
- Increase accessibility to employment resources and job development training

Goal 3: Collaborate with the California Department of Rehabilitation (DOR) to coordinate tenants use of vocational rehabilitation services, on-the-job training, job placement and other applicable services.

Objectives:
1. Develop a Memorandum of Understanding (MoU) between (DOR) and VOHC to create an integrative approach to rehabilitation services and job coaching for residents entering through the collaborative. DOR has similarly structured MoUs with the Mental Health Co-Op in Sacramento County.
Key activities:

- Service providers will establish a curriculum for pre-employment preparation and job coaching to increase successful outcomes for clients eligible for vocational rehabilitation services through DOR.

VOHC will serve 100 residents of PSH communities. Participant tracking will include process and outcome evaluation and will include: 1) attendance in workshop and development program 2) on-the-job training placement and 3) permanent job placement.

The establishment of VOHC will provide a framework for the integration of employment services in permanent supportive housing communities. Housing operators and employment services agencies that wish to continue to integrate housing and employment services will sustain the program. To sustain the program, a membership dues structure will be established and continued in-kind contributions will be sought from partners. A staff person may be hired or reassigned from an existing agency to locate grants and other funding to continue to staff the collaborative. This program will primarily be self-sustainable once a basic framework for the community has been established. The Housing Alliance or a non-profit service provider may facilitate and coordinate trainings.

The estimated cost of this program is $42,500.00 per year. This will pay for staffing with one part-time coordinator, a part-time job developer, outreach and training materials and other related costs as outlined in the budget document.

**Primary Contact**

Sandra Hamameh, Communications Coordinator
## First Year Budget and Justification

### GRANT REQUEST

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| Annual Program Cost | $42,500.00 |
| In Kind | $21,250.00 |
| GRANT REQUEST | $21,250.00 |

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Job Description

Vocational Opportunities Housing Collaborative (VOHC)

Program Coordinator – Full time

POSITION DEFINITION

With the guidance of the Vocational Opportunities Housing Collaborative Steering Committee the VOHC Program Coordinator oversees and manages all activities necessary to develop and maintain effective relationships with Collaborative members and agency partners. An awareness of and sensitivity to the challenges faced by formerly homeless individuals with disabilities is important.

DUTIES AND RESPONSIBILITIES

Program Coordination:

- Oversees all aspects of service delivery of VOHC employment training programs
- Responsible for coordination and submission of program grants
- Advocate any needs of the program, including programmatic needs and operation
- Assist with other related projects

Community Involvement:

- Represents VOHC at a variety of functions including: meetings and events with the community, member organizations, public meetings and with collaborative partners.
- Maintains regular communications with contract partners including the Department of Vocational Rehabilitation per MOU.
• Oversees and coordinates monthly collaborative partners meetings.

• Develops monthly communications including, newsletters using on-line and social media channels.

• conducts a “train-the-trainer” program for non-employment providers to help them conduct trainings for the tenants of supportive housing.

Fund Development:

• Works with community partners to write grants and secure funding for the collaborative.

• Coordinates a minimum of one fundraising event per year.

**QUALIFICATIONS**

Education:

• Bachelor’s Degree or higher preferred

Training and Experience:

• Experience working with grant based programs

• Experience working with coalitions

Skills and Abilities:

• Effectively market and represent the program, its clients and services to employers.

• Communicate effectively in both oral and written form
• Strong computer skills required, including proficiency with Word, Excel, and Power point. Graphic design, knowledge of websites and social media skills a plus.

REPORTS TO

The VOHC Program Coordinator reports directly to the Sacramento Housing Alliance Executive Director. This is a salaried 40-hour position that is grant based. Salary is based on relevant experience and availability of funding.
Job Description

Vocational Opportunities Housing Collaborative (VOHC)

Job Developer – Part time

**POSITION DEFINITION**

Establishes and maintains activities to develop, locate, and secure job openings for tenants of members of the Vocational Opportunities Housing Collaborative. An awareness of and sensitivity to the challenges faced by formerly homeless individuals with disabilities is important. Performs related duties as assigned.

**DUTIES AND RESPONSIBILITIES**

Job Development/Employer Support:

- Initiates and maintains ongoing personal contacts with a variety of business and industry representatives and job placement training agencies to promote programs for VOHC participant placement.
- Collect data from employers relate to job requirements and skills

Program Support:

- Assists participants in assessing their job skills for positions
- Administers career assessments, instructs in job seeking

Communications and Training:

- Communicates with VOHC partners and employment services providers about training opportunities and employment openings for tenants
● With the Program Coordinator, conducts a “train-the-trainer” program for non-employment providers to help them conduct trainings for the tenants of supportive housing.

● Maintains effective communications with the Program Coordinator to support the needs of the Collaborative.

QUALIFICATIONS

Education:

● AA or higher, may be substituted for relevant work experience

Training and Experience:

● Ability to work with a team or independently

● Strong writing skills

● Must have a valid Driver’s License and have access to own reliable transportation.

Knowledge of:

● Methods and techniques of job development and client placement

● Current practices in vocational education and local labor market trends

● Resume writing, master application

REPORTS TO

The VOHC Job developer reports directly to the VOCH Program Coordinator. This is a salaried 20-hour position that is grant based. Salary is based on relevant experience and availability of funding.
APPENDIX B

Memorandum of Understanding
I. PARTIES TO THE AGREEMENT

A. This agreement is between the Vocational Opportunities Housing Collaborative (hereinafter referred to as “VOHC) and the Department of Rehabilitation (hereinafter referred to as “DOR”). The organizations listed above hereby enter this Memorandum of Understanding (MOU) for the purpose of combining staff and resources into one team to deliver vocational rehabilitation services to mutual clients with mental health issues.

B. Description of Partner Agencies

1) VOHC is a collaboration that includes permanent supportive housing (PSH) operators, employment specialists and community-based homeless service agencies working to increase vocational opportunities for formerly homeless individuals with disabilities.

2) DOR works in partnership with consumers and other stakeholders to provide vocational rehabilitation services and advocacy resulting in employment, independent living and equality for individuals with disabilities (DOR, homepage).

II. PURPOSE OF THIS AGREEMENT
A. This MOU establishes a plan of service between DOR and VOHC to assist mutually eligible tenants/clients to prepare for, obtain and keep competitive employment. This will be implemented by:

1) VOHC will provide consumers/tenants of permanent supportive housing communities with available resources including pre employment/job readiness services and trainings, facilitate mobility training, and identify other available community resources to address needs of tenants seeking employment;

2) DOR will meet with tenants/clients for orientation and intake interview at a DOR office nearest to the PSH community or at VOCH offices. DOR will assign a Rehabilitation Counselor

3) VOHC and DOR will meet monthly to staff tenant/client progress, address performance issues, and implement services that are necessary for a successful employment outcome identified in the Individualized Plan for Employment (IPE).

Collaboration between Rehabilitation Counselors, job developers, job coaches, social workers and supportive housing staff will be enforced during these meetings in order to address barriers to employment on an individualized basis.

4) Monthly reports will be provided to the Homeless Employment Committee's (HEC), VOHC working group. The committee will assist in identifying available training and employment opportunities.

5) DOR and VOHC will work together to address individual challenges, facilitate effective service delivery and develop a process for effectively sharing
information; and, process and rights and remedies of our mutual consumer/tenants being served by each partner to this MOU.

6) VOHC will work to build collaborations with Sacramento One-Stop Career Centers that are geographically conveniently located to PSH communities that are participating in VOCH to further expand the network of available resources to the tenants/clients.

III. PROCEDURES

A. Structure of the collaborative partnership:

1) VOHC will identify eligible individuals for referral to the Vocational Rehabilitation Counselor (VRC) at DOR assigned to the Collaborative.

2) VOHC will provide Job Readiness training to tenants. The Job Readiness training is a voluntary training to tenants but is a requirement of participating in VOHC.

3) The VRC will consult with VOHC staff about tenant/client needs for case management services to work with clients experiencing interpersonal difficulties or other personal barriers to employment.

B. Roles and Responsibilities

1) The VRC will maintain regular communication with VOHC staff and housing case managers to provide progress updates on clients.

2) VOHC staff will meet with VRC each month to staff client progress and provide applicable status updates.
3) Tenants/clients entering through VOHC will receive pre-employment/job readiness training prior to referral to DOR

C. Communication

1) Monthly meetings: At a minimum VOHC and DOR agree to meet each month to review the referral, information sharing process and determine if inter-agency collaboration is effectively meeting the needs of our common tenants/clients. These meetings will be organized and chaired, by VOHC staff.

2) Information Sharing: It is the goal of DOR and VOHC to provide timely and effective services to our mutual clients/tenants. Additionally, it is in the best interest of both VOHC and DOR to minimize delays in the provision, duplication of services and deliver services in an effective and efficient manner. Therefore, VOHC and DOR will share information. The sharing of information about any particular tenant/client shall require A written consent signed and dated by the tenant/client identifying the information to be shared and stating the purpose for which the information is shared.

a) Should a tenant/client or VOHC staff have a question or encounter a problem, they are encouraged to first contact the VRC for an answer or to resolve the matter.

b) Should the Counselor not respond to the contact within 72 hours, the Rehabilitation Supervisor shall be contacted.

c) Conversely, should the DOR Counselor require information or encounter a
problem, they will contact the designated VOHC staff.

d) Should the VOHC staff not respond within 72 hours to a DOR Counselor, the VOHC Coordinator or sponsoring agency shall be contacted.

3) **Consumer/Tenant Appeals/Complaints:** It is noted and understood that tenant/client appeals must be addressed and are a priority for both VOHC and DOR. The goal of VOHC and DOR is to address and resolve any concerns as promptly and effectively as possible. This most often can be done by the VOHC staff and the DOR Counselor. Therefore, ideally, all tenant/client complaints and concerns should be dealt with at the lowest possible level.

   a) Occasionally, it will be necessary for a tenant/client to be referred to the appropriate process so that they may be able to exercise their rights and remedies. In those cases, the VOHC staff and DOR Counselor will provide accurate and prompt information to a tenant/client on their Rights and Remedies.

   b) For tenant/client issues requiring pursuit of their Rights and Remedies with DOR (such as appealing a DOR decision or action they do not agree with), VOHC and DOR staff will refer tenant/client to the local DOR office supervisor and or to the local District Administrator.

   c) For tenant/client issues requiring pursuit of their Rights and Remedies with VOHC, staff will refer employees/tenants the appropriate procedures.

C. The invested partners, DOR and VOHC, fully agree to collaborate and continue
to plan for the implementation of services to tenants/clients in a timely manner and enhance existing effective services to meet the needs of our tenants/clients. This collaboration will be dynamic and ongoing throughout the life of this MOU and any extensions that are jointly agreed-upon by both parties to this MOU.

IV. TERM

This MOU will be in effect from June 1, 2012, through June 30, 2015, unless either party determines, with 30 days written notice to the other party, that this agreement should be terminated. This MOU may be extended if jointly agreed upon by VOHC and DOR.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be duly executed as of the date first above written.

________________________________________________________________________
DOR Representative Date

________________________________________________________________________
VOHC Representative Date
APPENDIX C

Get Ready for Work!
GET READY FOR WORK!

A job readiness curriculum for the Vocational Opportunities Housing Collaborative (VOHC)
Get Ready for Work! A Job Readiness Curriculum

This curriculum was prepared for non-vocational specialists to be used in conjunction with the HUD Curriculum for Employment Services in Supportive Housing (http://www.hudhre.info/documents/SHPEmploymentServices.pdf). It is designed to provide job readiness skills to prepare individuals with disabilities who reside in permanent supportive housing communities to achieve successful employment outcomes. The goal of this curriculum is to assist in the integration of employment skills as a component of case management services to assist homeless individuals entering or re-entering the world of work.
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INTRODUCTION

“Concentrate all your thoughts upon the work at hand. The sun's rays do not burn until brought to a focus.” - Alexander Graham Bell
OVERVIEW

The Get Ready for Work! Job Readiness Curriculum is designed to prepare you to build and refresh skills necessary to help you find and keep a job. It is a guide to introduce aspects of the world of work that you will want to become familiar with during the job search process. You will receive a lesson overview and then will be asked to complete exercises or activities after each section. By the time you have completed this curriculum you will have:

- Assessed your job readiness skills
- Explored career interests
- Practiced effective communication strategies
- Learned some budgeting tips
- Identified appropriate behaviors at work
- Started building your employment search toolkit
- Reviewed some helpful community resources
- And more...

THINGS TO NOTE!

In California, to work you must have the following:

- A valid Driver's License or ID Card
- A Social Security card
- Green Card (if not a U.S. citizen)
ASSESSMENT

All things are difficult before they are easy. -Thomas Fuller
Lesson 1: Job Skills that Work

Being an asset on the job requires some basic skills, habits and work values. Some examples are: a good attitude, being organized, respecting others, and being a team player. Just like everything else, some of us have strengths in some of these areas and in other areas we have some room for improvement.

Use the Pre-Vocational Self Assessment Checklist on the following page to help identify your strengths as well as where there is "room for improvement."

Once you've done that, make it a point to PRACTICE those skills with your case managers and neighbors. Getting support in those areas can be beneficial to you and may even inspire others around you to make some improvements.

We all have natural abilities and skills that are used on a day-to-day basis even if we have never held a job or gone to college.
# PRE-VOCATIONAL SKILLS SELF-ASSESSMENT

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<tr>
<th></th>
<th>Alway</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>I don’t know</th>
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<tr>
<td><strong>PERSONAL VALUES</strong></td>
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<tr>
<td>1. I am honest and motivated.</td>
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<td>2. I have a good attitude.</td>
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<td>3. I have personal and career goals.</td>
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<td>4. I have a positive self-image.</td>
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<td><strong>PROBLEM SOLVING AND DECISION MAKING SKILLS</strong></td>
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<td>5. I adapt well to change.</td>
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<td>6. I am flexible.</td>
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<td>7. I am creative and innovative.</td>
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<td>8. I can reason and make objective judgments.</td>
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<td>9. I can plan and organize well.</td>
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<td><strong>RELATIONSHIPS WITH OTHERS</strong></td>
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<td>10. I am able to accept authority.</td>
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<td>11. I am a team player.</td>
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<td>12. I have leadership qualities.</td>
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<td>13. I respect the rights and properties of others.</td>
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<td><strong>COMMUNICATION SKILLS</strong></td>
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<td>15. I ask questions and listen well.</td>
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<td>16. I express myself clearly.</td>
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<td></td>
<td>Always</td>
<td>Sometimes</td>
<td>Rarely</td>
<td>Never</td>
<td>I don’t know</td>
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<td>17.</td>
<td>I seek help when needed.</td>
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<td>18.</td>
<td>I notify supervisors of absences.</td>
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<td>19.</td>
<td>I seek help when needed.</td>
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**TASK RELATED SKILLS**

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<td>20.</td>
<td>I care for tools and supplies.</td>
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<td>21.</td>
<td>I complete my work on time.</td>
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<td>22.</td>
<td>I follow directions.</td>
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<td>23.</td>
<td>I stick with a task.</td>
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<td>24.</td>
<td>I work neatly and accurately.</td>
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<td>25.</td>
<td>I work to improve my performance.</td>
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**MATURITY**

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<td>26.</td>
<td>I am assertive when necessary.</td>
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<td>27.</td>
<td>I am reliable and dependable.</td>
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<td>28.</td>
<td>I accept responsibility.</td>
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<td>29.</td>
<td>I am willing to do extra work.</td>
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<td>30.</td>
<td>I have confidence in myself.</td>
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<td>31.</td>
<td>I show initiative.</td>
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<td>32.</td>
<td>I show pride in my work.</td>
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<td>33.</td>
<td>I work well without supervision.</td>
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**HEALTH AND SAFETY HABITS**

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<td>34.</td>
<td>I dress appropriately.</td>
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<td>35.</td>
<td>I practice good personal hygiene.</td>
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<td>36. I observe safety rules</td>
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<td>37. I have good health habits.</td>
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<td>COMMITMENT TO JOB</td>
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<td>38. I am enthusiastic.</td>
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<td>39. I am punctual and have good attendance.</td>
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<td>40. I exhibit loyalty to the company.</td>
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<td>41. I give my best effort.</td>
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<td>42. I show concern for my future.</td>
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<td>43. I want to learn more.</td>
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EXERCISE

WORK HABITS

Take the challenge!
Circle the answer that applies best for you for each of the work habits below:

1) I come to work early.
   Often          Sometimes      Never           Rarely

2) I talk with my friends at work about things other than work.
   Often          Sometimes      Never           Rarely

3) I am willing to do things that are outside my regular duties.
   Often          Sometimes      Never           Rarely

4) I call in to work sick when I am not sick.
   Often          Sometimes      Never           Rarely

5) I make sure all my work is done before I leave.
   Often          Sometimes      Never           Rarely

6) When I don’t know how to do something, I ask questions or seek my supervisors.
   Often          Sometimes      Never           Rarely

7) When I have ideas or ways to improve production or the work environment, I share them with the supervisor.
   Often          Sometimes      Never           Rarely

8) I complain to my fellow workers about my company and my supervisor.
   Often          Sometimes      Never           Rarely
LESSON 2: CAREER EXPLORATION

Learning about yourself and your interests is the first step in your career exploration. What are your skills? What do you like and don’t like doing? Setting goals helps you keep your “eyes on the prize” and find strategies to overcoming obstacles that can get in your way. Once you have your goals in mind, develop a plan for implementing. And don’t worry, if you have to modify your plan!

Take some time to think about it.

- Step 1: IDENTIFY YOUR INTERESTS
- Step 2: SET SOME GOALS
- Step 3: DEVELOP A PLAN
INTEREST INVENTORY

An interest inventory is designed to help you identify the things that you like doing that may also lead to employment. **THIS IS NOT A TEST.** This is only a tool to help assess your interest. There are several types of interest inventories that you can use.

This is an example of what you'll see if you take the Interest Profiler on [www.careerzone.org](http://www.careerzone.org).

![Interest Inventory Example](image-url)
ONLINE TOOLS

O*NET provides important occupational information that can help:

www.onetonline.org

- People seeking first jobs, new jobs, or better jobs
- People who are choosing or changing careers
- Students
- Career Counselors
- School Counselors
- Vocational Rehabilitation Counselors

O*NET occupational information will help you:

- Find occupations to explore
- Search for occupations that use your skills
- Look at related occupations
- View Summary Reports, including the most important characteristics of the worker and requirements of the work
- View Detail Reports or Custom Reports, offering the user control over the type and level of information displayed
- Find corresponding occupations in other classification systems; and
- Connect to other online career information resources.
Another ONLINE TOOL

EDD WORKSMART provides a variety of tools, including a list of job titles and descriptions. http://www.worksmart.ca.gov/job_titles_menu.html
MY ACTION PLAN

GOAL #1

1. _______________________________________________________________

STEPS TO REACH YOUR GOAL

A. _______________________________________________________________
B. _______________________________________________________________
C. _______________________________________________________________
D. _______________________________________________________________
E. _______________________________________________________________

GOAL #2

1. _______________________________________________________________

STEPS TO REACH YOUR GOAL

A. _______________________________________________________________
B. _______________________________________________________________
C. _______________________________________________________________
D. _______________________________________________________________
E. _______________________________________________________________

Did you add a completion date after each step toward your goal?
COMMUNICATION

Communication is the real work of leadership. - Nitin Nohria
LESSON 3: COMMUNICATING IN THE WORKPLACE

How you get your message across in the workplace is sometimes more important than the message itself. Every day we use multiple ways to communicate with others. Some ways are more constructive than other ways. There are some key things to remember when you are communicating with a co-worker or your boss.

- **BE RESPECTFUL.** Use the golden rule and communicate with others the way you would want them to communicate with you.

- **BE CLEAR.** Try to avoid miscommunication by making sure you thought of the clearest way to get your message across. Don’t assume people know what you mean.

- **LISTEN.** We’ve heard it before, communication is a two-way street. An effective communicator knows how to listen and not just talk.

- **BE COURTEOUS.** We communicate cues about our emotions without even knowing it all the time. If you’re having a bad morning, remember not to take it out on the person you’re trying to communicate with.

- **SUMMARIZE.** Repeat your understanding of what was communicated and clarify or give the other person an opportunity to clarify any questions.

**How many ways of communicating can you name?**

________________   __________________  
________________   __________________  
________________   __________________  

-11-
EXERCISE

TOPICS OF CONVERSATION

Mark an X in the appropriate box. Discuss your answers with the group.

<table>
<thead>
<tr>
<th>Person</th>
<th>It is appropriate to discuss these topics with…</th>
<th>It is inappropriate to discuss these topics with…</th>
</tr>
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<tbody>
<tr>
<td>Family Member</td>
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<td></td>
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<tr>
<td>Acquaintance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stranger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority Figure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Do2Learn.com
DEVELOPING YOUR ELEVATOR SPEECH

INTRODUCE YOURSELF!

When someone asks you to tell them a little bit about yourself, what do you say? What would you tell a potential employer? Would you be able to say it in 30-seconds or less?

There are times when you only have just a few seconds to convey information to someone about you to let them know what you would have to offer on the job. Think of it as your own personal sales pitch or elevator speech. Imagine the time it takes for you to take an elevator ride with someone. You have a very short amount of time to make a quick, good impression.

Your elevator speech should include:

- Your experience and skills that are relevant to the job
- Your accomplishments or education that are relevant to the job
- And your closing statement or your objective

Now you give it a try!

Write down your elevator speech and practice it with your neighbors, family and friends.
LESSON 4: ON THE PHONE

Being courteous when making or answering a phone call is a great way to give a potential employer the right first impression of you as a potential employee. It’s as important speaking over the phone as it is in talking to people face to face.

When you talk on the telephone, remember:

- Express yourself clearly and be specific
- Be sure you’re dialing the right number to avoid disturbing someone unnecessarily. If you do reach a wrong number, remember to say, "I'm sorry, I dialed the wrong number" before you hang up the phone.
- After someone answers the phone, give your name before asking for the person you are calling for.
- If you are leaving a message for someone to call you back, make sure you say your name clearly, leave your phone number and the time that you called. If appropriate, let the person know what time would be suitable time for calling you back.
SAMPLE PHONE SCRIPTS

“Hello, my name is ________________. I am calling to inquire about any openings for positions within your agency. May I speak with the manager, please?”

—

“Hello, this message is for the manager (*note its better if you know the name of the person). I’m calling about the job posting a customer service associate. My name is ____________ and my phone number is ____________. Today is Tuesday, March 30. I look forward to hearing back from you soon. Thank you.”

—

“Hello, thank you for calling me back. I called to inquire about the position that you have advertised. Could you tell me more about it, please?”

WRITE DOWN YOUR OWN SCRIPT…

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

NOW PRACTICE!
LESSON 5: INTERPERSONAL SKILLS

Interpersonal skills refer to the way you work with other people.

How do you rate your interpersonal skills?

1—Very Challenging  
2—Challenging       
3—Okay              
4—Competent         
5—Proficient        

| Helping -- Doing things for others when they ask you to or when they need help. You may be caring for others or providing a service to them. |
| Cooperating -- Working together with others to reach a common goal. You may be working in a group in order to complete a task. Getting the job done may depend on how well you work with others. |
| Understanding -- Recognizing the feelings of others. Letting others know that you understand their feelings. You may consider the feelings of others when you make decisions. |
| Advising -- Helping people solve their problems. You may give them information. You may suggest ways to solve their problems and tell them what to do next. |
PROBLEM SOLVING

Don’t think of problems as difficulties. Think of them as opportunities for action.

-Author Unknown
LESSON 6: BE AN ASSET ON THE JOB

BE A PROBLEM SOLVER!

Problem solving is essential for survival in the workplace. A boss wants an employee that can find solutions to workplace problems and not have to ask for help every time something is not working. Become the “problem-solver” in your workplace!

Try these steps when confronted with a problem:

1) **DEFINE IT:** What are you trying to solve? Sometimes a tough problem has simple roots.

2) **BRAINSTORM SOLUTIONS:** Thinking about how to address the problem can lead to a variety of solutions. Listen to all the them and then choose the best one.

3) **PUT YOUR SOLUTION INTO ACTION:** Solve your problem.

4) **EVALUATE THE RESULTS:** Did it work? Did you get the outcome you were hoping for? Are there other things to factor in?

NOW YOU TRY…

You are in an interview and a potential employer asks you to tell him/her about a situation when you disagreed with a co-worker or a supervisor and what you did you solve the situation. **HOW WOULD YOU ANSWER?**

*Adapted from: Access Careers, Workability III Program*
MORE PROBLEM SOLVING

HOW WOULD YOU HANDLE THIS?

James lives a long way from his job. He takes the first bus that comes near his apartments. The bus is scheduled to pass his corner at 6:30 a.m. however, it is frequently late. When the bus is late, James usually misses his transfer connection. The last time James was late, his both warned him not to be late again. James’ bus was late this morning. He is dreading his arrival at work. He knows he will be late again.

If you were James, what would you do?

______________________________________________

______________________________________________

______________________________________________

Can you think of any problem you would have difficulty solving at your workplace?

If so, describe it.

List all the possible solutions for your potential problem at work.

Solution 1 ________________________________________________________________

Solution 2 ________________________________________________________________

Solution 3 ________________________________________________________________
MANAGING A BUDGET

*It's so hard when I have to, and so easy when I want to.* ~Annie Gottlier
LESSON 8: KEEPING TRACK OF YOUR FINANCES

This section provides some helpful tools for developing good habits with money management. Spending habits can change when an individual is earning a regular income. Building good spending habits can help you avoid the money management pitfalls.
KNOWING HOW MUCH IT TAKES

Self-Sufficiency Standard for California & Self-Sufficiency Calculator

An online tool called The Self-Sufficiency Standard for California measures how much a family or individual needs to earn to make ends meet in their county without public or private assistance. This tool allows you to look up the Self-Sufficiency Standard for a specific county and family in California.

Copy this URL:


And, enter the following information:

- County of residence
- The number of adults in the household (up to 4)
- The number of children in the household (up to 8)
EXERCISE

MY PERSONAL BUDGET

My Income:  Total: _________

Wages: _________
Public Assistance: _________
Child Support: _________
Interest/dividend/Social Security: _________
Other: _________

My Expenses:  Total: _________

Fixed Expenses
Rent $ _________
Car Payment $ _________
Car Insurance $ _________
Credit Cards $ _________
Health Insurance $ _________
Child care: $ _________
Other: $ _________
Other: $ _________

Flexible Expenses
Utilities $ _________
SMUD: _________
PG & E: _________
Phone: _________
Cable: _________

Food $ _________
Transportation/Gas $ _________
Car Maintenance $ _________
Education $ _________
Personal expenses $ _________
Savings $ _________
Other $ _________
EXERCISE

SPENDING HABITS

In the following exercise, use the chart to keep track of the things that you spend your money on throughout a single week. Differentiate between things you “want” and things you “need.”

Write in the price of each item.

MY INCOME FOR THE WEEK: $_____

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Necessities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL AMOUNT SPENT: $________

MY SAVINGS FOR THE WEEK: $________

How would you describe your spending habits?

Do you think that you need to change some of your spending habits?

-22-
WORKPLACE BEHAVIOR

“Practice isn't the thing you do once you're good.

It's the thing you do that makes you good.” – Malcolm Gladwell
LESSON 8: MAKE A GOOD IMPRESSION

Technical skills and abilities required for a specific kind of job are known as **HARD SKILLS**. While those are very important to have, *how* you performance tasks and your behavior as an employee are also important. That is often referred to as **SOFT SKILLS**.

The next page lists the kinds of soft skills that are important to most employers.
IDENTIFYING SOFT SKILLS

**Attendance:** This is really important to employers. This means coming to work on time, coming on every day you are scheduled to work, giving notice for days off, calling in sick only when absolutely necessary and calling your supervisor if you are going to be late.

You cannot be a successful employee if you do not come into work.

**Appearance:** Maintain good hygiene and dress appropriately.

**Substance Free:** If you come to work intoxicated then you will not be able to perform you job. Employers will not tolerate substance abuse on the job or employees who are under the influence. It is usually grounds for dismissal.

**Stress Management:** Learn to identify sources of stress both on and off the job. Build a network of supports for addressing stress. Do not take on more than you can handle.

**Interpersonal Skills:** It is important to be respectful and courteous with coworkers and customers. Express yourself clearly, so that you will be understood.

**Willingness to learn and initiate:** A way to demonstrate this is to ask a lot of questions at the beginning of a job. People usually don’t mind this if you are new. Do tasks willingly and completely. Take interest in what you’re doing. Pay attention when you are learning new tasks and take notes, if necessary. Accept constructive criticism.

**Conflict-resolution skills:** This means you are willing to negotiate to help resolve differences of opinion and interests in a positive way.

**Organization and neatness:** This will help you to keep organized in a new environment.
Flexibility: There are times when you may be asked to work on special projects or fill in for absent employees. Accept these tasks willingly and positively.

Integrity/Honesty: Choose the ethical course of action.

Responsibility: Work hard toward reaching a goal.

Problem-solving skills: Identify problem, evaluate all possible solutions, both positive and negative, select course of action, evaluate the outcomes.

Which soft skills do you think are your strengths?

_____________________________________

_____________________________________

_____________________________________

_____________________________________

Which ones do you think you may need to improve?

_____________________________________

_____________________________________

_____________________________________

_____________________________________

-25-
HYGIENE CHECK

It Matters!

Before going to any work setting, you should:

Make sure you have showered within the last 12 hours. That means you will have
showered either the night before or the morning before going to work.

☐ Wear deodorant.

☐ Brush your teeth.

☐ Brush/comb your hair.

☐ Make sure your fingernails are neatly trimmed and clean.

☐ Wear clean clothes.
LESSON 9: PART OF THE WORKFORCE

THINGS TO KEEP IN MIND

• Get to work on time.

• Learn your company/organization’s rules and policies (is your lunch period 30 or 45 minutes.)

• Listen and follow directions carefully. If you have any questions about your duties, don’t hesitate to ask your supervisor.

• Don’t miss work without a good excuse. If you are going to be late or miss a day of work because you are sick, be sure to call your supervisor in advance.

• Try to be flexible. An employee who is willing to learn new tasks or to help out in a crisis might be the employee who receives a raise or a promotion.

• Be a team player.

• Exhibit good communication skills.

• Be polite.

• Exhibit good decision-making and problem solving skills.

• Keep up the work pace.

Do you think any of the above listed expectations would be difficult for you to meet? If so, which ones? Why?
TIME MANAGEMENT

All great achievements require time.

- *Maya Angelou*
LESSON 10: GETTING TO THE TASK AT HAND

Time is a valuable resource for helping us accomplish our goals. It’s important to treat time as a resource and use it wisely. Having a plan for and giving yourself a timeline for getting tasks done is a great way to use time in your favor. Using tools like a “To-Do” list with “due by” dates can help you structure your tasks and activities to develop a plan that puts

TIME IS ON YOUR SIDE!
TO-DO LIST

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

__ ______________________________Due by______

-29-
STOP PROCRASTINATING!

www.timemanagement.com

Do you find yourself putting off things that need to get done? These steps are for you.

**Step 1: Write it down**

Write down what it is that you are procrastinating about. Don't just think of it in your head, you must write it down.

**Step 2: What is your outcome?**

Identify the specific outcome you want to achieve in this area. Be very specific about the result that you want to achieve. You should know very clearly when you have achieved the result. Write down this specific outcome.

**Step 3: Is it something you can do right now?**

Will this thing take less than three minutes to accomplish and can you accomplish it right now? If so, just do it now and get it over and done with!

**Step 4: Is it important?**

Think if this is something important or not. Is this item one of the most important things in your life that you want to accomplish at the moment? If it's not one of the most important things for you to do in your life, then it's probably a GOOD thing that you are procrastinating about it. Stop this exercise now, continue to procrastinate about this item, and when it becomes one of the top few things you want to do in your life, then start working on it.
Step 5: Work right now on the very next thing you can do

Think of the very first thing you can do to get started on this. Something you can do right now and will take less than 10 minutes to get accomplished. And do it. Look at the clock right now to check your starting time and keep working on it for at least 10 minutes. GO!

Step 6: Continue doing 10 minutes every day

Now you want to start a habit of spending at least 10 minutes every day on this item until you have finished it. If you get into the flow and feel like you want to do more than 10 minutes, that's great, but otherwise spend a minimum of 10 minutes on it every day. The way to do this most effectively is to pick the same time every day to work on it. So pick the appropriate time and then set a recurring alarm on your clock to remind you to do it every day at this time. Setting the alarm on your clock to ring each day is a really important step, so remember to set your alarm! Do it now if you can.

Step 7: What is the first domino?

Have you ever played the game dominoes? When you flip over the first domino it sets off a chain reaction and all the other dominoes fall as a result. As the final step you want to try and identify what is the “first domino” that will automatically ensure that the whole thing happens. It's one small action that you can take which will set off a series of other actions and make it certain that you achieve your outcome.
BENEFITS COUNSELING
LESSON 11: WHAT IS BENEFITS COUNSELING?

Individuals with disabilities who receive Social Security benefits sometimes give up on trying to find work because they fear they may lose their financial and medical support. It is important to note that there are local resources and online tools that can help you calculate your pay and the impact to your benefits.

Visit [www.db101.org](http://www.db101.org) to use the benefits calculator.
BUILD YOUR
EMPLOYMENT SEARCH TOOLKIT
LESSON 12: HOW TO FILL OUT AN APPLICATION

It is important that you read the entire application form before you start filling it out. Read the instructions carefully and follow them exactly. Completing the application properly is very important, because the application is your first chance to present your skills to the employer.

Employers review the information on job applications when deciding who to schedule for job interviews. Remember that employers often judge the appearance of an application as a clue to how much importance you put on the quality of your work.

Here are some helpful tips to follow when completing applications:

1. Greet the receptionist politely when requesting or submitting an application. The receptionist's first impressions are often passed along.
2. Be honest in your answers.
3. Use blue or black ink pens. (Erasable pens are also helpful.)
4. Have all the information on hand that you might need to fill out an application, such as a fact sheet with the names and telephone numbers of your references and past employers.
5. Print clearly and legibly.
6. Fill out the form neatly and accurately.
7. Apply for a specific position, rather than entering "anything," or "open" for the desired position.

8. Leave no blanks.

9. Write "Does Not Apply" (or "N/A" for Not Applicable) in the space if the question does not apply to you.

10. Explain lengthy gaps in your work history, for example, "attending school."

11. Read and check the application for completeness before turning it in to the employer.

12. Be sure to sign and date the application.

13. Mail or turn the application into the correct person or place.

http://www.worksmart.ca.gov/tips_application.html
MASTER APPLICATION

Most employers issue their own pre-printed company application to job seekers. Therefore, job application styles will vary widely from company to company. It is a good idea to prepare a master fact sheet with all of your personal information before beginning your job search. Take your fact sheet with you when searching for work. That way, if an employer asks you to fill out an application you will have your information readily available to complete their application. Having your fact sheet on hand will save you time and help you prevent errors.

Prepare your fact sheet with the following information:

- Employment history including company names, addresses, telephone numbers, and dates of employment
- Volunteer work history with community organizations including organization names, addresses, telephone numbers, and dates of service
- Personal references including names, addresses, and telephone numbers
- Personal information such as education, and social security number

Your fact sheet is a useful tool for you, but remember not to turn it in to an employer.

Keep your fact sheet up to date for future job searches.

See sample on the following page.
# MASTER APPLICATION

**Complete and carry with you on your job search**

<table>
<thead>
<tr>
<th>Applicant’s Name (Last)</th>
<th>First</th>
<th>Middle</th>
<th>Social Security Number - -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address (Number)</td>
<td>Street</td>
<td>Work Telephone Number ( )</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State</td>
<td>Zip</td>
<td>Home Telephone Number ( )</td>
</tr>
</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location of School</th>
<th>Degree or Course of Study</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

**EMPLOYMENT HISTORY** – Begin with your most recent job. List each job separately.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Dates Worked From _____ To _____</th>
<th>Pay $ ____ Per ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Employer</td>
<td>Name of Supervisor</td>
<td>Address:</td>
</tr>
<tr>
<td>Telephone Number ( )</td>
<td>Reason for Leaving:</td>
<td>Duties Performed:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Dates Worked From _____ To _____</th>
<th>Pay $ ____ Per ____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Employer</td>
<td>Name of Supervisor</td>
<td>Address:</td>
</tr>
<tr>
<td>Telephone Number ( )</td>
<td>Reason for Leaving:</td>
<td>Duties Performed:</td>
</tr>
</tbody>
</table>
LESSON 13: RESUME BASICS

A resume is a brief summary of your education, employment history, and experiences that are relevant to your qualifications for a particular job for which you are applying.

The purpose of a resume is to get an interview. Research has shown that it takes an average of ten (10) interviews to receive one (1) job offer, so your resume needs to be persuasive and perfect.

The general purpose resume usually contains four sections:

- Contact
- Education
- Experience
- Honors, activities, and outreach

Adapted from: www.owl.english.purdue.edu/owl/resource/719/1/
RESUME TIPS

1. Make your resume short (one page, if possible, two pages at most).
2. Use white or ivory paper.
3. Type your resume on a computer, when possible. (If you do not have access to a computer visit your local Job Service office, One-Stop Career Center, or local public library for help.)
4. Stress skills, knowledge, and abilities that fulfill the job requirements.
5. Be specific about accomplishments, but do not stretch the truth.
6. Provide information about career goals.
7. Make it attractive.
8. Emphasize most recent jobs.
9. Proofread it for grammar, punctuation and spelling errors.
10. If possible, have someone else check your resume for errors.
11. Save references and personal data for the interview.
12. Avoid date of birth.
13. Avoid salaries or the reason for leaving the last job.
14. Ask yourself "Would I interview this person?"
15. Keep your resume current.
16. Finally, prepare a cover letter to introduce your resume.

Source: EDD Worksmart http://www.worksmart.ca.gov/tips_resume.html
# RESUME CHECKLIST

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the major categories been included?</td>
<td></td>
</tr>
<tr>
<td>Is the information on only one side of the page?</td>
<td></td>
</tr>
<tr>
<td>Has your resume been checked three times for accuracy?</td>
<td></td>
</tr>
<tr>
<td>Are you certain there are no misspelling, strike-overs, smears, corrections, omissions, or factual errors?</td>
<td></td>
</tr>
<tr>
<td>Has your resume been neatly typed?</td>
<td></td>
</tr>
<tr>
<td>Have you used phrases instead of complete sentences?</td>
<td></td>
</tr>
<tr>
<td>Have you been completely honest?</td>
<td></td>
</tr>
<tr>
<td>Is the copy neatly centered on the page?</td>
<td></td>
</tr>
<tr>
<td>Have you included all your education, training and work history?</td>
<td></td>
</tr>
<tr>
<td>Is there a lot of space between the sections?</td>
<td></td>
</tr>
<tr>
<td>Does your resume look easy to read?</td>
<td></td>
</tr>
<tr>
<td>Has the grammar been checked three times for accuracy?</td>
<td></td>
</tr>
<tr>
<td>Are you happy with the way your resume looks?</td>
<td></td>
</tr>
<tr>
<td>Did you list a current telephone number?</td>
<td></td>
</tr>
<tr>
<td>Did you record part-time and volunteer experience?</td>
<td></td>
</tr>
<tr>
<td>Did you ask permission from your references before you listed them on your resume?</td>
<td></td>
</tr>
</tbody>
</table>

*Source: EDD Worksmart [http://www.worksmart.ca.gov/tips_resume.html](http://www.worksmart.ca.gov/tips_resume.html)*
SAMPLE RESUME FORMAT

NAME
ADDRESS
CITY, STATE
(916) PHONE NUMBER
e-mail: yourname@xxxxxxxx.com

OBJECTIVE: What is your vocational goal?

WORK EXPERIENCE:

2011-present  Receptionist  ABC Company, Sacramento, CA
Employed as the lead receptionist for an advertising firm.
• Greeted visitors
• Answered telephones
• Delivered messages
• Scheduled appointments
• Provided information about company services
• Prepared letters

2009-2011  Office Clerk  123 Organization, Sacramento, CA
Employed in the billing office.
• Answered telephones
• Typed letters
• Processed mail
• Maintained filing system

VOLUNTEER EXPERIENCE:
2009-present  Event Volunteer  Mission Help Shelter, Sacramento, CA
• Mailed thank you letters
• Assisted with crowd management
• Chaired the clean-up team

EDUCATION:
Honors High School, Sacramento, California. High School diploma with emphasis in business education.

Member: Yearbook Committee
LESSON 14: INTERVIEW BASICS

1. Do some research on the business before the interview.

2. Practice interviewing.

3. Go alone. Do not take children or friends.

4. Greet the employer with a handshake.

5. Make frequent eye contact.

6. Smile, be polite, and try to relax.

7. Listen carefully to the questions asked. Ask the interviewer to restate a question if you are confused.

8. Answer questions as directly as possible.

9. Be upbeat and make positive statements.

10. If you've worked before, talk about what you learned from it.

11. Use examples of how your skills and abilities would fit the job.

Source: EDD Worksmart [http://www.worksmart.ca.gov/tips_interview.html](http://www.worksmart.ca.gov/tips_interview.html)
## INTERVIEW MATERIALS CHECKLIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two copies of my resume.</td>
<td>✔</td>
</tr>
<tr>
<td>A copy of my social security card.</td>
<td></td>
</tr>
<tr>
<td>My driver’s license or a government issued picture identification card.</td>
<td></td>
</tr>
<tr>
<td>A copy of my references and their contact information (if not included in my resume).</td>
<td></td>
</tr>
<tr>
<td>A pen and paper.</td>
<td></td>
</tr>
<tr>
<td>A list of 2-3 questions I may have about the position.</td>
<td></td>
</tr>
<tr>
<td>Any important information that I learned when I researched the company.</td>
<td></td>
</tr>
<tr>
<td>Carry my materials in a professional looking folder, briefcase, day planner, or hand bag.</td>
<td></td>
</tr>
</tbody>
</table>
FINDING THE JOB

Do not dwell in the past, do not dream of the future, concentrate the mind on the present moment. - Buddha
LESSON 15: MY EMPLOYMENT SEARCH

There is no one sure-fire way to finding a job. You will want to try a variety of approaches. Some examples of how to find jobs are:

- NETWORKING
- SEARCH EMPLOYMENT WEBSITES
- VISIT EMPLOYMENT OFFICES
- CHECK OUT BULLETIN BOARDS
- ATTEND CAREER FAIRS

Can you think of any other job search methods?
Employment Search Websites

- JOBcentral: www.jobcentral.com
- CalJOBS: www.caljobs.ca.gov/
- Career Magazine: www.careermag.com/
- Job Hunt: www.job-hunt.org/
- Job Star: www.jobstar.org/
- America’s Job Bank: www.jobsearch.org
- Career Builder: www.careerbuilder.com
- Craigslist: www.craigslist.org
- Employment Guide: www.employmentguide.com
- Monster: www.monster.com
- Sacramento Works: www.sacramentoworks.org
- SETA: www.careergps.com
- Snag a Job: www.snagajob.com
- California State Jobs: www.jobs.ca.gov/
Staying Positive

If you're not making mistakes, then you're not doing anything. I'm positive that a doer makes mistakes. - John Wooden
RESISTING THE ANTs!

Irrational thinking and immature behaviors may jeopardize your well-being as well as your job. Automatic Negative Thoughts (ANTs) may lead to behaviors that are irrational, irresponsible and defensive. Reframing those thoughts takes some practice. Start practicing by looking for ANT-s throughout the day and jotting them down. Examples:

1) **Sees feedback as criticism**

   ANTS: I always mess up. I am going to be fired.

   Reframe: Always be coachable. “So, what I’m hearing you say is that I need to…Is that right?”

2) **Interprets lack of attention from the Boss as criticism or expects continuous praise.**

   ANTS: I must be doing a bad job.

   Reframe: When children do things right, adults leave them alone for long periods of time. Bosses are the same. If you’re unsure of your progress, make some time with your boss and ask about your work.

3) **Focusing on one thing that is not going well at work.**

   ANTS: I always mess up.

   Reframe: Make a list of all that’s right with the job, what you’re doing well and what you like. Start a journal and include something new every day.

*Adapted from: Women’s Empowerment Job-Seeking Skills Workbook*
BUILDING YOUR TEAM OF SUPPORT

It’s important to take the highs and lows of job search and employment in perspective. Start now to build your “team of support” to help keep things in perspective for you.

Who does your team of support consist of?

Family
Friends
Case managers
Priest
Rabbi
Pastor
Imam
Vocational Rehabilitation Counselor
NA or AA Sponsor
Social Worker

List the names of the members of your team:

_________________________________________  _________________________________________
_________________________________________  _________________________________________
_________________________________________  _________________________________________
_________________________________________  _________________________________________
_________________________________________  _________________________________________

-46-
Community Resources
HOW TO APPLY FOR A CALIFORNIA I.D. CARD
http://www.dmv.ca.gov/dl/dl_info.htm#idcard

DMV issues two types of ID cards. A regular ID card valid for six years, and a senior citizen ID card valid for 10 years. To qualify for a senior citizen ID card, you must be age 62 or older.

To apply for an ID card you will need to do the following:

- Visit a DMV office (make an appointment(s) for faster service)
- Complete application form DL 44 (An original DL 44 form must be submitted. Copies will not be accepted.)
- Give a thumb print
- Have your picture taken
- Provide your social security number. It will be verified with the Social Security Administration while you are in the office.
- Verify your birth date and legal presence (you may use your California driver license)
- Pay the application fee. (No fee for a senior citizen ID card.)

Check your address before you leave DMV and tell the DMV representative if your address is incorrect. Your new ID will be mailed to you within 60 days. If you have not received your ID after 60 days, call 1–800–777–0133 to check the status. Have your receipt and/or old ID card with you to provide information when requested.
DMV will exchange a valid license for a no–fee ID card to drivers who are no longer able to drive safely because of a physical or mental condition. Please call your local DMV for additional information.

To renew your ID card, you will need to:

- **Visit a DMV office** (make an Appointment(s) for faster service)
- Complete application form DL 44. (An original DL 44 form must be submitted. Copies will not be accepted.)
- Give a thumb print
- Have your picture taken
- Pay the application fee. (No fee for a senior citizen ID card.)

Double check your address before you leave DMV and tell the DMV representative if your address is incorrect. Your new ID will be mailed to you within 60 days. If you have not received your ID after 60 days, call 1–800–777–0133 and they can check on the status for you. Have your receipt and/or old ID card with you to provide information when requested.
Replacement card for a U.S. Born Adult

You can replace your Social Security card for free if it is lost or stolen. However, you may not need to get a replacement card. Knowing your Social Security number is what is important. You are limited to three replacement cards in a year and 10 during your lifetime. Legal name changes and other exceptions do not count toward these limits. For example, changes in immigration status that require card updates may not count toward these limits. Also, you may not be affected by these limits if you can prove you need the card to prevent a significant hardship.

To get a replacement card:

**Step 1: OBTAIN** original documents proving U.S. citizenship and Identity.

**Step 2: FILL OUT AND PRINT** an application (Form SS-5)

**Step 3: TAKE OR MAIL** your application and documents to Social Security

**Important!**

All documents must be either originals or copies certified by the issuing agency. They cannot accept photocopies or notarized copies of documents. SS Administration cannot accept a receipt showing you applied for the document.

Your card will be mailed when they have all of your information and have verified your
documents. Your replacement card will have the same name and number as your previous card.

What original documents are needed?

Citizenship

If you have not already established your U.S. citizenship with us, we need to see proof of U.S. citizenship. They can accept only certain documents as proof of U.S. citizenship. These include a U.S. birth certificate or U.S. passport.

Identity

They can accept only certain documents as proof of identity. An acceptable document must be current (not expired) and show your name, identifying information (date of birth or age) and preferably a recent photograph. For example, as proof of identity Social Security must see your:

- U.S. driver’s license;
- State-issued non-driver identification card; or
- U.S. passport.

If you do not have one of these specific documents or you cannot get a replacement for one of them within 10 days, we will ask to see other documents, including:

- Employee ID card;
- School ID card;
- Health insurance card (not a Medicare card); or
- U.S. military ID card.
THE CALIFORNIA DEPARTMENT OF REHABILITION

COMING THROUGH OUR DOORS

This resource is intended to provide information to community organizations serving clients with disabilities to promote greater opportunities for successful rehabilitation outcomes with the Department of Rehabilitation (DOR). This is only a guide and will not determine access to services through the (DOR). Its purpose is to promote greater collaboration between DOR and the community service providers.

What Does the Department of Rehabilitation (DOR) do?

DOR provides services that are designed to get Californians with disabilities prepared for employment and can include training, education, transportation and job placement.

The following programs are available through DOR:

- Vocational Rehabilitation
- Blind Services
- Business Enterprises Program (BEP)
- Deaf and Hard of Hearing Services
- Assistive Technology
- Transportation
- Independent Living
Eligibility is based on the following factors:

- You have a physical or mental impairment.
- Your impairment constitutes or results in a significant impediment to employment for you; and
- You require and can benefit from vocational rehabilitation services to prepare you to obtain, retain or regain employment.

How to apply for services:

- Submit a formal request for services from DOR by doing one of the following:

  Fill out an application online:

  https://www.dor.ca.gov/online/dr-222/disclaimer.htm

  Download an application at:

  http://www.dor.ca.gov/eps/applicat.htm

  Complete then mail.

Call and request an application be mailed to you, then mail the completed form back to a DOR office near you.

Visit an office in person and complete an application there.

After you've submitted your application, attend an orientation at a DOR office (see the list of office locations below).

- Once your application is submitted you will be contacted to set up an appointment to begin the assessment process.
To receive services:

You must fill out and sign the following forms:

- Consent to Release Medical Information
- Consent to Release non-medical personal/confidential information

Or provide your medical records yourself.

Here's a tip: by providing your own medical records, you may be able to expedite the process to determine your eligibility as a DOR client

Clients that are successful in the Rehabilitation process:

- Manage medications and receive proper medical treatment
- Maintain sobriety
- Have proper grooming and hygiene
- Have transportation or can utilize public transit
- Manage time effectively

Additional skills that can support success:

- Resume development
- Interpersonal skills
- Interview skills
# Department of Rehabilitation Office Locations

<table>
<thead>
<tr>
<th>SACRAMENTO COUNTY</th>
<th>Northern Sierra District Office</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(916) 558-5300 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(916) 558-5302 (TTY)</td>
</tr>
<tr>
<td></td>
<td>721 Capitol Mall</td>
</tr>
<tr>
<td></td>
<td>Sacramento, CA 95814</td>
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<tr>
<td></td>
<td>Capitol Mall Branch</td>
</tr>
<tr>
<td></td>
<td>(916) 558-5320 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(916) 558-5322 (TTY)</td>
</tr>
<tr>
<td></td>
<td>721 Capitol Mall</td>
</tr>
<tr>
<td></td>
<td>Sacramento, CA 95814</td>
</tr>
<tr>
<td>Laguna Creek Branch</td>
<td>(916) 691-1555 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(916) 691-1555 (TTY)</td>
</tr>
<tr>
<td></td>
<td>8701 Center Parkway, Ste.100</td>
</tr>
<tr>
<td></td>
<td>Sacramento, CA 95823-7919</td>
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<tr>
<th>PLACER COUNTY</th>
<th>Auburn Branch</th>
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<tbody>
<tr>
<td></td>
<td>(530) 823-4040 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(530) 823-4040 (TTY)</td>
</tr>
<tr>
<td></td>
<td>11641 Blocker Drive, Ste. 125</td>
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<tr>
<td></td>
<td>Auburn, CA 95603-4672</td>
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<tr>
<td></td>
<td>Roseville Branch</td>
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<tr>
<td></td>
<td>(916) 774-4400 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(916) 774-4416 (TTY)</td>
</tr>
<tr>
<td></td>
<td>151 N. Sunrise Ave., Ste. 601</td>
</tr>
<tr>
<td></td>
<td>Roseville, CA 95661-2900</td>
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<thead>
<tr>
<th>YOLO COUNTY</th>
<th>Woodland Branch</th>
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<tbody>
<tr>
<td></td>
<td>(530) 668-6824 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(530) 668-6829 (TTY)</td>
</tr>
<tr>
<td></td>
<td>1100 Main Street, Suite 340</td>
</tr>
<tr>
<td></td>
<td>Woodland, CA 95695-3513</td>
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<table>
<thead>
<tr>
<th>YUBA COUNTY</th>
<th>Yuba City Branch</th>
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<tbody>
<tr>
<td></td>
<td>(530) 822-4591 (Voice)</td>
</tr>
<tr>
<td></td>
<td>(530) 822-4594 (TTY)</td>
</tr>
<tr>
<td></td>
<td>1237-B Live Oak Boulevard</td>
</tr>
<tr>
<td></td>
<td>Yuba City, CA 95991-2998</td>
</tr>
</tbody>
</table>
# HOUSING AND ADDITIONAL RESOURCES

**2-1-1 Community Resources**

Includes resources for:

- Emergency Meals
- Emergency Shelters
- Accessible Housing
- Utility Discount and Rebate Programs

**Sacramento Steps Forward**

Check the “Find Help” tab for drop down menu of resources

**Affordable Housing Resource List**

Check with each housing operator to find out about property locations and the application process.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
<th>Website Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Housing Opportunities Corp</td>
<td>(530) 757-4444</td>
<td><a href="http://www.chochousing.net">www.chochousing.net</a></td>
</tr>
<tr>
<td>Habitat for Humanity</td>
<td>(916) 440-1215</td>
<td><a href="http://www.shfh.org">www.shfh.org</a></td>
</tr>
<tr>
<td>Pensione K</td>
<td>(916) 443-2766</td>
<td></td>
</tr>
<tr>
<td>Sacramento Mutual Housing Association</td>
<td>(916) 453-8400</td>
<td><a href="http://www.mutualhousing.com">www.mutualhousing.com</a></td>
</tr>
<tr>
<td>St. Anton Properties</td>
<td>(916) 444-9897</td>
<td><a href="http://www.antonllc.com">www.antonllc.com</a></td>
</tr>
<tr>
<td>USA Properties</td>
<td>(916) 773-6060</td>
<td><a href="http://www.usapropfund.com">www.usapropfund.com</a></td>
</tr>
</tbody>
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TRANSPORTATION

- Sacramento County Office of Education: Project TEACH (916) 228-2392
  P.O. Box 269003, Sacramento CA 95826-9003
  Services: Student transportation by arrangement in order to continue school attendance. Access list of homeless liaisons for each school district here: www.scoe.net

- Francis House (916) 443-2646
  www.francishouse.info
  1422 C Street, CA 95814
  Services: Give out bus passes, on a first—come, first- serve basis. Arrive at Francis House before 8:00 am to receive a number.

- Paratransit, Incorporated (916) 429 2744—Reservations
  (916) 557-4686—TTY
  www.paratransit.org
  2501 Florin Road
  Sacramento, CA 95822
  Services: Transportation for the elderly, ages 75 and older, and people with disabilities. Trips may be reserved two days ahead of time, or by 5:00 pm the day before.
• **Sacramento Regional Transit** (916) 321-2877
  
  (916) 483-4327—TDD, (916) 483-HEAR
  
  www.sacrt.com
  
  Customer Service Center: 1225 R Street, Sacramento CA 95814

• **South County Services** (209) 745-9174
  
  www.southcountyservices.org
  
  Services: Transportation vouchers, medical transportation for senior-citizens.
  
  Zip-code requirements: 95615, 95632, 95638, 95641, 95690, 95693, 95758
  
  539 N. Lincoln Way
  
  Galt, CA 95632

• **e-van: Elk Grove Transit** (916) 683-8726
  
  Services: Seniors age 75 and older, people who are disabled. If you qualify to ride with Paratransit, Inc. you automatically qualify for e-van.
  
  10250 Iron Rock Way, Suite 200
  
  Elk Grove, CA 95624
  
  www.e-tran.org

*Source: 211 Sacramento*
CHILDCARE

http://www.childaction.org/

Child Action, Inc. is a private, nonprofit corporation created in 1976 to provide for the education and social welfare of children and families by organizing, sponsoring and administering services to children.

Assessment Unit

Tel: 916.361.0511

Childcare Eligibility List

Tel: 916.369.0191

Address: 9800 Old Winery Place

Sacramento, CA 95827-1700

Tel: 916.369.4460

Free Child Care Referrals are available online, by phone or walk-in.

Child Care Referral phone line and walk-in hours: M-F; 7:30a-5p (no appointment needed). Call: 916.369.0191
SACRAMENTO COUNTY
ONE-STOP CAREER CENTERS

BROADWAY
915 Broadway
Sacramento, CA 95818
Tel: (916) 324-6202
Hours: M-TH 8-4:00; F 8-Noon
Orientations: Wednesday 10:00
Languages: Bulgarian, Chinese, Farsi, Hmong, Lao, Russian, Spanish, Thai, Vietnamese
ZIP Codes served: 95814, 95816, 95818
Sponsored by: Asian Resources, Inc., (ARI)

CITRUS HEIGHTS
7011 Sylvan Rd, Suite A
Citrus Heights, CA 95610
Tel: (916) 676-2540
Hours: M,W,TH 8:30-4:45; TU 8:30-7; F 8:30-2
Orientations: Walk-in Basis
Languages: Russian, Spanish,
ZIP Codes served: 95608, 95610, 95621, 95626, 95628, 95630, 95662
Sponsored by: Crossroads Diversified Services, Inc.
FRANKLIN

7000 Franklin Blvd, Suite 540
Sacramento, CA 95823

Tel: (916) 563-5151

Hours: M-TH 8:30-4:30; TU 8:30-6 for Youth; F 8:30-1

Orientations: Tuesday 9:00

Typing Certificates: Given daily, Free

Languages: Chinese, French, Hmong, Lao, Mien, Portuguese, Spanish, Thai, Vietnamese

ZIP Codes served: 95639, 95822, 95823, 95831, 95832

Sponsored by: Sacramento Employment & Training Agency (SETA)

GALT

1000 “C” Street, Suite 100
Galt, CA 95632

Tel: (209) 744-7702

Hours: M-TH 8:30-4:30; F 8:30-1

Orientations: Monday @ 10AM

Languages: Spanish

Sponsored by: Sacramento Employment & Training Agency (SETA)

ZIP Codes served: 95615, 95632, 95638, 95641, 95690, 95693, 95757, 95758
GREATER SACRAMENTO URBAN LEAGUE
3725 Marysville Blvd.
Sacramento, CA 95838
Tel: (916) 286-8623
Hours: M,TU,TH 9-4; W 9-6, F Closed
Orientations: Wednesday 10AM-Noon (Pre-registration Required)
Languages: Spanish
Sponsored by: Greater Sacramento Urban League
ZIP Codes served: 95673, 95815, 95833, 95834, 95835, 95836, 95837, 95838

HILLSDALE
5655 Hillsdale Blvd, Suite 8
Sacramento, CA 95842
Tel: (916) 263-4100
Hours: M-TH 8:30am-4:30pm; F 8:30am-12:00pm
Orientations: Walk-in Basis
Languages: Russian, Spanish, Ukrainian
Sponsored by: Sacramento Employment & Training Agency (SETA)
ZIP Codes served: 95652, 95660, 95821, 95841, 95842, 95843
LA FAMILIA

5523 34th Street
Sacramento, CA 95820

Tel: (916) 452-3601

Hours: M,W,F 8:30-6; TU,TH 8:30-7

Orientations: 2nd & 4th W at 10AM; Spanish 4th W at Noon

Languages: Spanish

Sponsored by: La Familia Counseling Center

ZIP Codes served: 95820

_____________________________________________________________

LEMON HILL

5451 Lemon Hill Ave
Sacramento, CA 95824

Tel: (916) 433-2620

Hours: M-TH 8:30-4:30; Closed 12-1pm; F 8:30-11

Orientations: Wednesdays

Languages: Laos, Mandarin, Russian, Spanish, Thai, Vietnamese

Sponsored by: Sacramento City Unified School Dist. (SCUSD)

ZIP Codes served: 95824
MARK SANDERS
2901 50th Street
Sacramento, CA 95817
Tel: (916) 227-0301
Hours: M-F 8-5
Orientations: Walk-in Basis
Languages: Lao, Spanish, Vietnamese
Sponsored by: Employment Development Dept. (EDD)
ZIP Codes served: 95817, 95819

RANCHO CORDOVA
10381 Old Placerville Road, Suite 150
Sacramento, CA 95827
Tel: (916) 563-5147
Hours: M-TH 8:30-4; F 8:30-1
Orientations: Walk-in Basis
Languages: Farsi, Russian, Spanish, Ukrainian
Sponsored by: Sacramento Employment & Training Agency (SETA)
ZIP Codes served: 95825, 95826, 95827, 95864
SOUTH COUNTY

8401-A Gerber Road
Sacramento, CA 95828

Tel:  (916) 525-4717

Hours: M-TH 8:30-4:30; TU Open until 6 for Youth only; F 8:30-Noon

Orientations: 1st & 3rd TU 1:30; Spanish 2nd TU 1:30

Languages: Spanish

Sponsored by: Elk Grove Adult and Community Education

ZIP Codes served: 95624, 95828, 95829, 95830

__________________________________________________________

Typing Certificates are FREE at the following locations: Broadway, Citrus Heights, Franklin, Galt, Hillsdale, Mark Sanders, and $15 at Urban League.
SACRAMENTO VETERANS RESOURCE CENTER

http://www.vietvets.org/svrc.htm

7270 East Southgate Drive, Sacramento ~ Call: 916.393.VETS

Contact Via Email: vvcsac@vietvets.org

Programs & Services

The Sacramento Veterans Resource Center (SVRC) is a multi-function campus with the most comprehensive mix of services for veterans in Northern California. Below is a brief description of these activities. Please call us for more information on program eligibility.

The Veterans Business Outreach Center (VBOC), VBOC is one of only four Small Business Administration funded business centers in the Nation for veterans who own, or are interested in starting a small business. In addition to comprehensive consulting provided by industry experts, VBOC also conducts statewide Town Hall workshops in California, Nevada, and Colorado. These workshops bring both private and public agencies together to provide resources for veterans with small business needs.

Employment Counseling & Training. SVRC originated in 1989. The first, and now longest, service offered to veterans was employment assistance. We are proud of our long tradition of helping veterans obtain career training and self sustaining employment opportunities.

Supportive Housing. SVRC offers fifty-two (52) onsite, and eight (8) offsite beds for homeless veterans--including female veterans with children. Our supportive housing
programs offers up two twenty-four months of stable living, combined with comprehensive supportive services to effectively end the cycle of homelessness and assist veterans in the acquisition of permanent housing and sustainable-wage jobs.

The Jon Oberg Center. The Oberg Center is a State Licensed, twenty-two bed transitional housing program for veterans, and non-veterans, in need of social model drug/alcohol recovery services.
REFERENCES


California Department of Rehabilitation [DOR]. (2012b.) California Code of Regulations Title. Rehabilitative and Developmental Services Division 3.


*European Journal of Homelessness*, 2.1, 97-114.


Iskow, R. (personal communication, September 18, 2011).


National Alliance to End Homelessness [NAEH]: *What is Housing first?* Retrieved February 5, 2012 from http://www.endhomelessness.org/content/article/detail/1425


http://www2.csh.org/html/voc04-02-01.pdf


https://dhaweb.saccounty.net/homeless/


Wallace B. & MacEntee, M. Access to Dental Care for Low Income Adults: Perceptions Of Affordability, Availability and Access

http://www.springerlink.com/content/51726l464563t732/fulltext.pdf

Watts, A. (personal communication February 9, 2012)
