SECTION 1:
ACKNOWLEDGEMENTS

The Reena Supported Employment Services (RSES) program has completed the second successful cycle of program operation. This success would not have been possible without the unending support of program partners, participants, employers, families and community agencies. The RSES program is dedicated to aiding young adults with developmental disabilities find and retain paid employment opportunities in the York region. Additionally, with the exponential growth that the program has experienced, the scope of RSES has expanded into community outreach and support.

Firstly, the RSES program would like to profusely thank the Ontario Trillium Foundation (OTF) for generously funding the RSES program for 3 years as a pilot project. Without this funding, the initiative would not have been realized to help over 45 persons with disabilities receive paid employment experiences thus far. The grant provided has been used to brighten and enhance the York Region community and advocate for inclusivity in the workplace.

The RSES program would also like to thank Reena for providing all the necessary tools and resources for the program to operate smoothly from its beginning. Without the staffing, office space, immediate integration into the organization, provided materials, and directive; the RSES program could not have achieved the success it has experienced.

For the second year, the RSES program has partnered with the York Region District School Board (YRDSB) who have distributed and provided information within their community to source candidates for the program, which includes students, parents and teachers. The YRDSB has consistently advocated for vocational experiences for their students and have provided the tools necessary to help their students succeed. This 2 year partnership with the YRDSB is in conjunction with the 7 year partnership with the Summer Employment Transitions (SET) program which operates in tandem with the RSES program.

The RSES program has also partnered with the York Catholic District School Board (YCDSB) for the 2018-2019 cycle of operation. The YCDSB, in addition to RSES, partnered with the SET program for 2018. The YCDSB has facilitated the application process into the SET and RSES program to ensure that their students found ideal supports for vocational goals. In addition to facilitating intake, the YRDSB has shared information regarding RSES to potential participants, parents and teachers.

Without these program partners, the RSES program would not have been actualized, let alone continuing positively throughout the second year and prepared for the third year of operation. In addition to program partnerships, the RSES program would also like to acknowledge of program participants. Without their hardworking and dedicated attitudes, the RSES program would have not been a possibility. Each program participant showcased their unique skills and was able to become competitively employed in the paid workforce. The effort and growth demonstrated throughout the second year of operation in the RSES program by participants is both inspirational and motivational.

The RSES program would also like to thank the families and support systems of program participants. Family members have worked tirelessly to provide their loved ones with the tools and experience needed to participate in the paid employment landscape. Whether by providing transportation, practicing vocational skills, or waking their family members up on time for an early shift, family members were just as deeply involved in the program and contributed to the success of participants.

Lastly, the RSES program would like to deeply thank and acknowledge
employers of the RSES program. The inclusive and accepting atmosphere of these employers has led to lasting positive work relations between employer and employee. From management to direct colleagues, RSES program participants had meaningful and gainful experiences at work that will further their future career goals. Truly, without these employers the RSES program could not have aided young persons with disabilities find and retain paid employment opportunities:

Airgate (2501 Rutherford Rd Unit 40, Concord)
American Eagle (17600 Yonge St, Newmarket)
Animal Health Partners (1 Scarsdale Rd, North York)
Banana Republic (1 Bass Pro Dr, Vaughan)
Belle Restaurant & Bar (4949 Bathurst St, North York)
Bobby’s Liquidation (2900 Steeles Ave E, Thornhill)
Boston Pizza (7020 Warden Ave, Markham)
Boston Pizza (7680 Markham Rd, Markham)
Canada’s Wonderland (1 Canada’s Wonderland Dr, Vaughan)
Cineplex (179 Enterprise Blvd, Markham)
Cinnaholic (1 Promenade Cir, Thornhill)
Cora (9275 Markham Rd #19, Markham)
CostCo (55 New Huntington Rd, Woodbridge)
Flato Markham Theatre (171 Town Centre Blvd, Markham)
FreshCo (1430 Major Mackenzie Dr E, Richmond Hill)
Gap (1 Bass Pro Dr, Vaughan)
Gap (5000 Highway 7, Markham)
Home Depot (3155 Highway 7, Markham)
Jack and Jones (5000 Highway 7, Markham)
Longo’s (3085 Highway 7, Markham)
Moxies (159 York Blvd, Markham)
Moxies (30 Colossus Dr, Woodbridge)
Nimble Information Strategies (2820 14th Ave, Markham)
North Keele Auto (3915 Keele St, North York)
Oakdale Golf and Country Club (2388 Jane St, North York)
Old Firehall Confectionary (170 Main St, Unionville)
Old Navy (1 Promenade Cir, Thornhill)
Real Canadian Superstore (15900 Bayview Ave, Aurora)
Shopper’s Drug Mart (118 Tower Hill Rd, Richmond Hill)
Sobeys (441 Clark Ave, Thornhill)
Sobeys (9200 Bathurst St, Vaughan)
Swiss Chalet (205 Marycroft Rd, Vaughan)
Toys R Us (5000 Highway 7, Markham)
Vince’s No Frills (1631 Rutherford Rd, Concord).
SECTION 2:
ABOUT RSES

Program History and Synopsis (with admission criteria)

The Reena Supported Employment Services (RSES) program was founded in May 2017, using the precedent created by the Summer Employment Transitions (SET) program, with the vision of “Connecting employers with hardworking, dedicated, and enthusiastic employees”. The RSES program strives to develop and aid in maintaining employment for young adults with developmental disabilities in the York Region. During the first year of operation the RSES program resulted in 18 of the 19 program participants becoming gainfully employed, leading to a success rate of 94.7%. In the second year of operation, RSES aided 24 out of the 25 participants in finding paid employment opportunities, which is a success rate of 96%. This level of success speaks to the abilities and capabilities of program participants and the RSES program strives to continue this pattern in upcoming years.

With the first year a success, the RSES team was able to detect deficits in the program and, subsequently, fill those deficits. In the second year of the program the intake meetings, data collection, communications, and vocational supports were further improved to ensure that supports provided to participants were innovative and effectual. To illustrate these changes in the program, the methodology of completing intake meetings switched to a more contemporary method. With the newfound partnership with the YCDSB for SET 2018 and RSES 2018-2019, the traditional manner of completing intakes within the school was found to be ineffectual; communicating with different schools and teachers, finding a meeting space within the school, finding a time that worked within a busy school day for participants and the RSES team in a comprehensive manner proved to be arduous. Rather, connecting with families directly and scheduling an intake meeting at the Reena Toby & Henry Battle Developmental Centre was found to be much more efficient. During these intake meetings, both potential participants and their families were able to ask questions and learn about the RSES program organically. With this information in mind, 0 participants dropped out of the program due to misinformation regarding the RSES program. Another example of the program becoming progressively streamlined is changes to the Friday Bi-Weekly Debrief format. Many participants were unable to attend these workshops in the first year of operation due to: school commitments, work schedules, other programs, etc. Debrief sessions were then scheduled for the first Sunday of every month as an alternative date for participants to attend who could not attend the Bi-weekly Friday Debriefs. This, from the first date of Sunday October 7th, was a success as all participants in attendance would not have been able to attend the Friday session that was held on October 12th, 2018. This continued to be implemented throughout the year and provided a time for all participants to engage.

For the second cycle of the RSES program there was increased interest in the program from community members, partnering agencies, and students from both the YRDSB and YCDSB that resulted in a surplus of applicants. The surplus of applicants indicates that the York Region community has a desire to for programs such as RSES and for the RSES program to expand and leverage the continually heightened interest. Flexibility is a policy of the RSES team, with moving schedules and open communication lines extended to participants, their families and employers; allowing the program to move with the job market and lead to greater success for participants in the workplace.
Structure

This chart illustrates the administrative structure of the RSES program for the 2018-2019 cycle of the program. The presence of (past) indicates former staff of the RSES program who were unable to continue for the completion of the second year.

General Timeline

The Reena Supported Employment Services (RSES) program operates for 1 full year for each cohort of participants. This timeframe includes: intake, pre-vocational training, job development, job coaching supports, and ongoing workshops occur throughout the year. The RSES program, in the second year, had the advantage of preparation throughout the first year of operation and was able to streamline the process. The RSES program started preparation for the second cycle in January 2018 by proposing a calendar for both SET 2018 and RSES 2018-2019 program operations.

Intake packages for both programs were created for the YRDSB, YCDSB and community members from mid-February to March. During this timeframe, the RSES team met with various program partners to receive feedback on the intake package and to further streamline the process. There was an information night open to the community on March 8th, 2018 regarding the SET and RSES program. The initial intake process began on May 14th, 2018 extending to June 7th, 2018.

As the RSES program shares resources and runs in tandem with SET, the pre-vocational workshops titled Job Readiness Training (JRT) occurred on Sunday June 3rd, 2018 and Sunday June 10th, 2018 from 9:00 AM to 2:00 PM. Friday Bi-weekly Debriefs started on July 13th, 2018 for the new cohort of participants and end on May 24th, 2019. The RSES program also enacted monthly Sunday debriefing sessions that started on November 4th, 2018 and ended on May 5th, 2019.

The End of Summer BBQ was held on August 13th, 2018 to celebrate the accomplishments of SET and RSES participants.

On October 14th, 2018 and October 21st, 2018, JRT was conducted once more for new intakes of the RSES program.

In January 2019, planning for the 8th year of SET and third year of RSES commenced.

Participant interviews, start dates, scheduled work hours, and workshops attended occurred throughout May 2018 to May 2019. Throughout this
timeframe, the RSES team has promoted community outreach and information sharing by presenting the SET and RSES program to various organizations and employers.

To signify the end of the second cycle of the RSES program, the annual RSES Celebration Event occurred on June 2nd, 2019.

The full timeline of the RSES program is varied and the graphic below is a small indicator of the preparation that is taken to ensure the success of each new cohort. As RSES is based on the precedent created by the SET program, full time operation has been crucial to maintaining momentum and interest within the program. Each action taken by the RSES team converges with the timeline to promote greater community outreach and create a resounding positive effect.

This visual illustrates the general timeline of preparation and actualization of RSES 2018-2019. As this visual provides a small insight into the process used to develop a program such as RSES it does not encompass the full scope of the program.
SECTION 3: JOB DEVELOPMENT

This section delves into the job development process by the RSES team.

Strategy

The job development process for the second cycle of the RSES program began in early 2018, with employers in the York Region indicating when an information meeting should occur, when the typical hiring season happens for that employer, the job expectations, and what the employer values in an employee. This information is used to build a positive and viable relationship with the employer and provide a realistic timeframe for employment opportunities. These opportunities are developed by both the RSES and SET team. Prior employer partners are contacted in this initial process as they are familiar with program participants and services offered by the program. After these connections are made, the RSES team utilized traditional methods of job development along with the integration of new strategies.

The RSES program uses a flexible and engaging method of job development that is aimed to best represent the needs of program participants and potential employers. By recognizing the prerequisites of the employers, the RSES team has been able to successfully integrate persons with disabilities in the workplace for paid employment experiences. The RSES program also traditionally shares resources with the SET program, which has been in operations since 2012, in regards to employer contacts, marketing materials and methodology. This collaboration aids both programs in finding appropriate employment opportunities based on individual needs and preferences. The RSES team used a plethora of mediums to connect with employers and hiring personnel: cold calling, employment fairs, social media, community agencies and social outreach. The RSES and SET program keeps detailed logs of employer contacts in order to best serve program participants.

For typical job development process, once initial contact is made with an employer and interest is established, a meeting with the employer is scheduled. During this meeting, RSES staff then details the services of the program using a flip book and other marketing material. It is during this meeting wherein the employer decides on the next steps and workplace expectations. If the employer finds the program beneficial to their business, participant interviews are then scheduled. The RSES team keeps connected with employers throughout the entirety of the year to develop job opportunities for program participants and social outreach purposes.

This chart provides a visual representation of the job development done by the RSES Team, Reena’s Employment Specialist, Community Partners and other sources. Over 75% of jobs developed for participants in
the 2018-2019 cycle of the RSES program were developed by the RSES team, compared to the 87% of the 2017-2018 cycle of the RSES program. The growing diversity of job development is attributed to the growing outreach of the RSES program and the stronger relations formed in the York Region Community.

Participant Interactions

Program participants are the primary motivator of the job development process and their input is vital to the creation of successful meaningful employment opportunities. From the initial application process, to the intake meeting, and the prevocational training; participants are encouraged to share their vocational goals and information about prior work experiences. Based on this, an employment action plan is created for each participant’s unique needs and wants. As RSES is dedicated to aiding young adults with developmental disabilities find and retain meaningful employment opportunities and the opportunities should be within their field of interest.

Participants attend mandatory Job Readiness Training (JRT) sessions at the initial stage of the program to learn and develop important vocational skills and abilities like health and safety, teamwork, communication and presentation. During this time, participants are able to gain familiarity with RSES staff and create positive relationships with both staff and fellow participants. RSES is also able to assess the needs of each participant and schedule one-on-one training accordingly; which includes interview preparation, customer service, technical skills, etc. The entire RSES team is dedicated to the program specifically and are able to accommodate the flexible schedules of employers and participants. In addition to the group and individual prevocational training offered to participants, the RSES team attend interviews, orientations and shifts until each participants form natural supports and is ready for independence in the workplace. In addition to supports in the workplace, the RSES team offers ongoing debriefing sessions open to all past and present SET and RSES program participants to continue their gained knowledge and experience.

As established in the first year of RSES, communication is highly encouraged between staff, participants, families and employers. Meetings, phone calls, emails, and text messages are the primary methods of communication used by each involved party. The RSES program also generates regular newsletters and reports that are distributed to an established emailing list periodically.

Interviews

This year, RSES participants attended 47 traditional and non-traditional interviews through the Reena Supported Employment Services program. As the RSES program provided supports to participants from May 2018 to May 2019, there is a lengthened timeline to developed jobs for participants based on their interest, skills, geographical area, etc. For each participant, multiple job opportunities were developed until each participant found a paid employment experience. This year, participants were very active in the job development stage and 5 jobs were attained by participants independently.

As with the prior year, a multitude of interview supports were enacted to aid participants with traditional and untraditional interviews. Prior to admittance into the RSES program, each applicant is asked to provide information regarding their skills, competencies and job expectations in the program application that is submitted to the YRDSB, YCDSB and community¹. Using this information, the RSES program developed and job carved positions within the York Region for each applicant.

¹See SET/RSES Application in Appendix
Each applicant is provided ample job coaching prior to the interview date in the form of interview preparation<sup>2</sup>. During these one-on-one sessions with Job Coaches, RSES participants are able to explore the duties of the position, the company culture and history, general interview questions, job specific interview questions, and so on. Along with the theoretical knowledge of the workplace, participants are able to practice practical job skills with the RSES team. For example, a participant was hired at a grocery store to bag items at the checkout counter. The RSES team member was able to practically provide examples of what items to group together, the weight of items to consider, the delicacy of certain items, etc. This practice session, along with the interview prep, allowed the participant to provide excellent customer service and start the job with more confidence in the position. Another support that is offered to participants is job coaching at the interview itself. The RSES team generally attends interviews with each participant to provide ongoing support. This familiarity gives participant’s added confidence in the interview procedures as coaches are able to facilitate the process.

After each interview, the RSES team then debriefs with both the employer and participant separately to go over strengths and areas to develop. This feedback is essential as it allows the RSES team to gain and share insight on current labour market trends along with providing participants with the information needed to succeed in the paid workforce environment.

**Challenges**

The second cycle of the RSES program ended in a successful manner with 24 of the remaining 25 participants with paid employment opportunities with a focus on retention. However, the RSES team encountered several challenges when job developing and job coaching that have been analyzed to troubleshoot and improve program performance. An expected issue continues to be the aftermath of Bill 148 (Fair Workplaces, Better Jobs Act, 2017)<sup>3</sup> which considerably altered the supported employment field as the minimum wage was increased to $14 per hour in January 2018 and heightened workers’ rights were provided. While conceptually Bill 148 is positive, the impacts of this legislature lead to heightened expectations in the paid workplace environment, scheduled work hours lessened, and entry-level roles becoming additionally multifaceted. RSES adjusted its methodology of operation by providing more on-site supports to handle the increasingly complicated roles in the workplace and connecting with community service providers to offer employers wage subsidies during the training/probationary period at work. The lessened scheduled work hours are an issue the RSES program aims to bypass though having participant work consistent shifts.

The second challenge RSES unexpectedly encountered is the increasing selectivity of program participants in the paid work environment. All RSES participants submit an intake application which requires providing information about transportation arrangements, industry preferences, work skills, etc.<sup>4</sup> This aims to provide context when job developing for each individual participant as RSES does not work with a stagnant list of employers and fluidly connects with employers in the York Region for each participant. Participants attend an intake meeting to review the requirements of the program, confirming application information and answering the following questions:

1. What do you want to be in the future?
2. How would you describe yourself?

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<sup>2</sup> See Interview Prep Kit Example in Appendix


<sup>4</sup> See SET/RSES Application in Appendix
3. Tell us about your previous work experience. (i.e. where you worked, what you did there, how you felt there, etc.)

4. Name 3 likes and dislikes. What do you enjoy doing/not doing?

5. What is your preferred type of work environment? (retail, office, restaurant, etc.)

6. What is your availability? (Weekly day and time availability/shift length How long are you willing to work? How long do you think you can work?

7. Are there any days of the weeks you cannot work because of other commitments? (sport teams, clubs, weekly events, etc.)

With the information provided, the RSES team developed job opportunities for participants that were within the field of interest and geographical range. Conversely, select participants rejected potential job interviews and job offers throughout the duration of the program with the rationale that the opportunity was not the exact position or hours of work expected. While the RSES program aims to provide paid employment experiences, there is a need to be realistic in regards to employment opportunities and the needs of the labour market while acknowledging participants’ indicated preferences. To address this in the future, the RSES team will address labour market concerns prior to program start date to participants and their families to ensure realistic expectations in the future.

A new challenge RSES faced was turnover in staff for the second year of operation. Due to unanticipated circumstances, RSES Job Coaches resigned from their positions and there were month increments wherein RSES operated with 1 or 2 staff members. This negatively impacted program performance as program supports became limited for program stakeholders which had not previously occurred. For overlapping job coaching supports, Reena’s Employment Resource Specialist aided RSES in supplementing coaching. To counteract this turnover in staff, Reena eventually hired full-time RSES Job Coaches.

**Job Summary**

For the second year of the RSES program, there is an objectively even distribution of jobs within the restaurant, retail, grocery, entertainment and miscellaneous industries. This was due to the diversity of participant interests and not a reflection of labour market trends from May 2018 to May 2019. In the 2018-2019 cycle of the RSES program, quantitatively, the industry most receptive to interviewing and hiring participants was the restaurant industry. 5 of the jobs developed were completed by participants individually after accessing program supports. 22 of the jobs developed were completed by the RSES team throughout the duration of the program. For these positions, participants preferred remote supports and continued to work alongside the RSES team in a non-traditional capacity. 1 job was developed by a community partner, who also developed 1 job in the first cycle of the RSES program. 1 job was developed by Employment Resource Specialist at Reena.

**Industry Breakdown**

- Restaurant: 24%
- Retail: 24%
- Grocery: 18%
- Entertainment: 17%
- Misc.: 17%
<table>
<thead>
<tr>
<th>Participant</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.B</td>
<td>Real Canadian Superstore (15900 Bayview Ave, Aurora)</td>
</tr>
<tr>
<td>A.S</td>
<td>Found job independently</td>
</tr>
<tr>
<td>B.T</td>
<td>Gap (1 Bass Pro Mills Dr, Vaughan)</td>
</tr>
<tr>
<td>C.W</td>
<td>Real Canadian Superstore (15900 Bayview Ave, Aurora)</td>
</tr>
<tr>
<td>D.R</td>
<td>Oakdale Golf and Country Club (2388 Jane St, North York)</td>
</tr>
<tr>
<td>D.R</td>
<td>Found employment independently</td>
</tr>
<tr>
<td>F.F</td>
<td>Canada’s Wonderland (1 Canada’s Wonderland Dr, Vaughan)</td>
</tr>
<tr>
<td></td>
<td>Gap (1 Bass Pro Mills Dr, Vaughan, ON L4K 5W4)</td>
</tr>
<tr>
<td>H.M.P</td>
<td>Cora (3760 Highway 7, Unionville)</td>
</tr>
<tr>
<td>J.B</td>
<td>Found employment independently</td>
</tr>
<tr>
<td>J.E</td>
<td>Moxies (30 Colossus Dr, Woodbridge)</td>
</tr>
<tr>
<td>J.M</td>
<td>Canada’s Wonderland (1 Canada’s Wonderland Dr, Vaughan)</td>
</tr>
<tr>
<td>J.S</td>
<td>Found job independently</td>
</tr>
<tr>
<td>J.Y</td>
<td>Cora (3760 Highway 7, Unionville)</td>
</tr>
<tr>
<td>K.F</td>
<td>Stonefire (8700 Bathurst St, Vaughan)</td>
</tr>
<tr>
<td>L.G</td>
<td>Shoppers Drug Mart (C1, 118 Tower Hill Rd, Richmond Hill)</td>
</tr>
<tr>
<td>M.M</td>
<td>Cineplex (179 Enterprise Blvd #169, Markham)</td>
</tr>
<tr>
<td>M.S</td>
<td>Cinnaholic (1 Promenade Cir, Thornhill)</td>
</tr>
<tr>
<td>P.E</td>
<td>Oakdale Golf and Country Club (2388 Jane St, North York)</td>
</tr>
<tr>
<td>R.L</td>
<td>Pheasant Run Golf Club (18033 Warden Ave, Sharon)</td>
</tr>
<tr>
<td></td>
<td>American Eagle (17600 Yonge St, Newmarket)</td>
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<tr>
<td>S.H</td>
<td>Old Firehall Confectionary (170 Main St, Unionville)</td>
</tr>
<tr>
<td>S.H.C</td>
<td>Animal Health Partners (1 Scarsdale Rd, North York)</td>
</tr>
<tr>
<td>S.M</td>
<td>FreshCo (3737 Major Mackenzie Dr W, Woodbridge)</td>
</tr>
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<td></td>
<td>Costco (71 Colossus Dr, Woodbridge)</td>
</tr>
<tr>
<td>S.T</td>
<td>Flato Markham Theatre (171 Town Centre Blvd, Markham)</td>
</tr>
<tr>
<td>S.T</td>
<td>Banana Republic (1 Bass Pro Mills Dr, Vaughan)</td>
</tr>
<tr>
<td>T.A</td>
<td>Found job independently</td>
</tr>
</tbody>
</table>

Above is a chart illustrating the breakdown of participant’s employers from the second cycle of RSES. As with the prior year of operation, numerous participants were able to experience multiple paid job opportunities. 4 participants experienced 2 employment opportunities throughout the duration of the second RSES cycle.
Results

The second year of the RSES program has been successful notwithstanding of growing operational challenges. This year, RSES recorded 3636.5 hours worked by participants which is above the 3615.5 hours completed in the first year of operation. For the hours worked, this accounts for the numbers that the RSES team recorded and does not account for all hours completed by participants. A percentage of participants chose not to communicate their hours worked after direct job coaching supports faded and ongoing supports were continuously accessed by all program participants.

<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
<th>Interviews</th>
<th>Hours Worked</th>
<th>Job Coach Hours</th>
<th>Meetings</th>
<th>Employer Meetings</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>2018</td>
<td>2</td>
<td>384</td>
<td>73</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>September</td>
<td>2018</td>
<td>1</td>
<td>375</td>
<td>74.5</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>2018</td>
<td>4</td>
<td>356</td>
<td>47</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>2018</td>
<td>10</td>
<td>236</td>
<td>23.5</td>
<td>10</td>
<td>5</td>
<td>1</td>
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<tr>
<td>December</td>
<td>2018</td>
<td>1</td>
<td>269</td>
<td>14.5</td>
<td>6</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>January</td>
<td>2019</td>
<td>3</td>
<td>346</td>
<td>78.5</td>
<td>10</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>2019</td>
<td>11</td>
<td>337.5</td>
<td>112</td>
<td>8</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>March</td>
<td>2019</td>
<td>4</td>
<td>365.5</td>
<td>132.5</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>April</td>
<td>2019</td>
<td>6</td>
<td>509.5</td>
<td>103</td>
<td>13</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>May</td>
<td>2019</td>
<td>5</td>
<td>458</td>
<td>118</td>
<td>16</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>June</td>
<td>2019</td>
<td></td>
<td>204</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18/19</td>
<td>47</td>
<td>3636.5</td>
<td>980.5</td>
<td>91</td>
<td>33</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>17/18</td>
<td>61</td>
<td>3615.5</td>
<td>N/A</td>
<td>57</td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>

The table above outlines the interviews attended, hours worked by participants, hours spent job coaching, general meetings, meetings with employers, and RSES presentations. The employer meeting section accounts for traditional employer meetings and excludes jobs developed via phone calls, emails, community partners, etc. To compare quantitative results, below the total numbers for the 2018/2019 cycle of the RSES program are the total numbers recorded for the 2017/2018 cycle of the program. In the first year of operation, it is noted that there were a higher number of interviews attended; however, in every other factor, the second year of operation has resulted in more positive results in hours worked, meetings, employer meetings, and presentations.

Program operations are consistently evolving, as displayed by altering how participant interactions were logged. The older methodology recorded: date, job coach in attendance, employer, attendance, duties performed, things to improve on, behaviour/attitude, and comments/progress. To ensured increased accuracy in data collected, daily logs presently record: date, employer, description, job coach, start time, end time, time spent job coaching and additional comments. These sections led to increasingly accurate log which cover the time participants were engaged with vocational activities and how often participants are interacting with coaches. These changes are reflected in the table above with the significant number of hours spent job coaching recorded. While the job coaching needs of each individual is unique, the 980.5 hours indicates that there is an average of 39.2 hours of individual coaching was provided to each participant. This does not include the hours spent coaching in JRT and Debrief sessions.

For the second cycle of the program, satisfaction surveys were not submitted to employers, participants and families to quantify program results. This is due to a more consistent method of communication that was implemented by the program. RSES changed communication approaches throughout the year to improve program supports offered to all program stakeholders; and the fluidity led to overall satisfaction with the program. In the third year of RSES, these communications will be recorded and quantified to better analyze results.
SET and RSES Program Overview

The Summer Employment Transitions (SET) Program was initiated in 2012 which aims to aid individuals with developmental disabilities in the York region to find paid summer employment and has operated for 6 years. The SET program is partnered with JVS Toronto, Canada Summer Jobs, Joel’s Ongoing Inclusion Network (J.O.I.N), and York Region District School Board.

Essentially, the SET program offers a few components for participants:

- Prevocational training in the form of Job Readiness Training (JRT) what cover workshops such as OHS/WHMIS, Communication, Teamwork, etc.
- Job development by connecting with employers in the York region and facilitating interview opportunities
- Job Coaching within and outside the workplace environment (teaching workplace skills, completing paperwork, training, etc.)
- Ongoing support through the model of ‘Friday Bi-weekly Debriefs’ which are discussion based and structured through vocational themed workshops
- Open communication by following up periodically upon phasing out of the workplace environment

To note the expansion of the program, along with the smoother timeframe of SET, the York Catholic District School Board has become a partner of the SET/RSES program in 2018. Another indication of the growth of the SET and RSES program is the growing interest in both programs; unlike previous years, SET received a vast surplus of applications, filling both programs to capacity. Due to the high volume of applicants, the SET team has accepted candidates with competitive labour skills and dedicated to working past the summer. The higher volume of candidates is indicative that the SET and RSES program needs to steadily grow as interest continues to rise with more resources to support more individuals. This chart displays the base statistics of the prior 6 years of operation:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
<th>Number of Participants Hired</th>
<th>Percentage (rounded)</th>
<th>Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>12</td>
<td>8</td>
<td>66.5 %</td>
<td>285.5</td>
</tr>
<tr>
<td>2013</td>
<td>15</td>
<td>14</td>
<td>93.5 %</td>
<td>520</td>
</tr>
<tr>
<td>2014</td>
<td>17</td>
<td>13</td>
<td>76.5 %</td>
<td>495.5</td>
</tr>
<tr>
<td>2015</td>
<td>12</td>
<td>10</td>
<td>83.5 %</td>
<td>390</td>
</tr>
<tr>
<td>2016</td>
<td>16</td>
<td>14</td>
<td>87.5 %</td>
<td>302.5</td>
</tr>
<tr>
<td>2017</td>
<td>21</td>
<td>17</td>
<td>81.0 %</td>
<td>839</td>
</tr>
</tbody>
</table>

The Reena Supported Employment Services (RSES) program was founded in May 2017 with a generous grant from the Ontario Trillium Foundation (OTF) that is based on the precedent created by the SET program. The SET and RSES team share resources to use collectively, with the fundamental basis being that participants are looking for long lasting and meaningful work opportunities. The same methodologies for prevocational training, job development, coaching and ongoing supports are used to make this program successful. In the first year of operation, all participants received paid work experience and 18 of the 19 participants retained employment.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Participants</th>
<th>Number of Participants Hired</th>
<th>Percentage (rounded)</th>
<th>Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/2018</td>
<td>19</td>
<td>18</td>
<td>94.5 %</td>
<td>3615.5</td>
</tr>
<tr>
<td>2018/2019</td>
<td>25</td>
<td>24</td>
<td>96.0 %</td>
<td>3535.5</td>
</tr>
</tbody>
</table>
SECTION 4:

PROGRAM EVENTS

Job Readiness Training

The RSES program initially scheduled Job Readiness Training (JRT) sessions on October 14th, 2018 and October 21st, 2018 at the Reena Toby & Henry Battle Developmental Centre on 927 Clark Avenue, Thornhill L4J 8G8 from 9:00 AM to 2:00 PM. Due to unforeseen circumstances, the session the October 14th, 2018 workshop was cancelled; leaving a single day to cover essential vocational topics. This JRT session was mandatory for all RSES participants that joined the program from August 12th, 2018 to October 13th, 2018.

JRT follows the precedent created by the Summer Employment Transitions (SET) program with a 2-day series of workshops that review prevocational skills that are vital to paid employment experiences. As the RSES and SET program uses shared resources, the workshops have been developed and enhanced since 2012. This includes a review of Occupational Health and Safety (OHS), Globally Harmonized System (GHS), and Workplace Hazardous Materials Information System (WHMIS) with a corresponding quiz to assess participant knowledge. Other topics covered were: Teamwork, Motivation and Attitude, Attendance and Conduct, Dress Code and Conversation, and Interview Preparation. Each workshop has an accompanying PowerPoint presentation that visually conveys information, prompts discussions, and includes various activities. The RSES program cultivated an effectual manner of communicating this vital information by using a multitude of mediums. SET and RSES program participants have reported these sessions to be helpful in the interview process and within the workplace.

Program participants accepted after October 13th, 2018 was able to receive this information through one-on-one workshops with the RSES team. This process ensured that all participants received vital information and prepared them for success in the paid workforce environment.

Monthly and Friday Bi-Weekly Debriefs

Following the tradition of the SET and RSES program, Debrief sessions were conducted throughout the year as a form of ongoing support to all present and past program participants. Debrief sessions are held at the Toby and Henry Battle Developmental Centre at 927 Clark Avenue in Thornhill from 9:00 AM to 12:00 PM. These sessions are structured through a vocational workshop that allows for group discussion and peer-to-peer mentoring. Topics like teamwork, communication, conflict resolution, and attitude in the workplace were covered throughout the year to enhance vocational skills and provide participants a platform to discuss their workplace experiences. Participants receive information regarding vocational skills from their Job Coaches in and out of the workplace; however, having a group workshop aids in adding perspective and providing a wider array of skills for participants.

Debrief sessions are vital to the success of RSES program participants as these sessions are a facilitated in a safe space to discuss what works and what does not work in the job development and job retention process. Participants and RSES team members were able to draw from a collective pool of experiences to find practical solutions to problems, along with discussing good habits that help participants succeed in the workplace. A participant shared that their supervisor complimented their time management skills because they were always 15 minutes early to work. When sharing this success story, another participant asked how they got to work on time by themselves. This dialogue
led to a positive discussion on transportation in the York Region and how to avoid common traffic issues. An RSES team member spoke towards the benefits of arriving to work early and how to prepare for work the day before. Practical discussions are a common occurrence during debriefing sessions.

During the first cycle of the RSES program, Debrief sessions were held on a bi-weekly Friday format, which garnered very positive responses from attendees. However, feedback regarding the Debrief sessions from participants and their families indicated that the Friday format were ineffectual for those in school or regularly scheduled to work on Fridays. As a result, during the second cycle of the RSES program, monthly debrief sessions were introduced on the first Sunday of every month, participants were invited to the Battle Centre to create a well-rounded ongoing vocational support. From the induction of these monthly sessions, the RSES team saw a higher rate of attendance and received positive feedback from participants immediately. Debriefs were held on the following dates:

Sundays:
- November 4th, 2018
- December 2nd, 2018
- January 6th, 2019
- February 3rd, 2019
- March 3rd, 2019
- April 7th, 2019
- May 5th, 2019

Fridays:
- October 26th, 2018
- November 9th, 2018
- November 23rd, 2018
- December 7th, 2018
- December 21st, 2018
- January 4th, 2019
- January 18th, 2019
- February 1st, 2019
- February 15th, 2019
- March 1st, 2019
- March 15th, 2019
- March 29th, 2019
- April 12th, 2019
- April 26th, 2019
- May 10th, 2019
- May 24th, 2019
Community Events

In the first year of operation, the RSES program attended 29 community events within the Greater Toronto Area (GTA) and had 57 meetings in total. For the second year of operation, the RSES team attended 58 events that engaged with the community and 91 meetings in total. This showcases the vast and rapid growth of the program within the community. These meetings signify commitment to the York Region community and a growing awareness of the program from community members, agencies, volunteers and employers.

The RSES team attends each meeting with the intention to collaborate, access resources and act as a resource within the community. This is a holistic way of approaching supported employment for young persons with developmental disabilities and allows the RSES team to provide well sourced information to participants, families, employers, community agencies, etc.

As with the previous year, the Reena Supported Employment Services program is becoming more integrated into the York Region and aims to continue being a reputable resource for participants and employers.

Preparing for SET

As the RSES and SET program run in tandem during the summer months, along with possessing the same administrative structure; preparation for the eighth year of SET started as early as January. This preparation began with a proposed calendar to structure the end of the second cycle of the RSES program and start of both SET and RSES. The calendar included: potential information night dates, debriefing sessions, report due dates, staff meetings, hiring dates, meetings with the school board, application due dates, etc. By preparing in advance for the upcoming months and creating a practical timeline, the SET and RSES team were able to streamline the program for a smoother beginning.

The SET and RSES program correspondingly updated the intake application for both programs to allow potential participants more accessibility and clarity when providing required information. The YRDSB and YCDSB were contacted during this process for further feedback regarding intake applications to ensure that student participants were able to complete the application intake form with relative ease. There was an information night held on Thursday March 21st, 2019 at the Toby & Henry Battle Developmental Centre from 7:00 PM to 8:30 PM for potential participants and their support systems. This event, like the year prior, reached full capacity and the Program Supervisor presented the program history, purpose, expectations of participants and opportunities for participants. The applications were released to the community, YRDSB and YCDSB in early April and were returned to the program by mid-May. During this timeframe, all grant applications and SET staff hiring were completed.

From the end of May to the beginning of June, the SET and RSES team conducted intake meetings and the SET program commenced on Sunday June 16th, 2019 for accepted program participants. The increased timeframe to prepare for the SET program led to a straightforward and transparent start for both the SET and RSES program.
End of Program Event

The RSES program held the annual end of year celebration on Sunday, June 2, 2019. It began at 2:00 PM and concluded at 4:00 PM at the Toby & Henry Battle Developmental Centre at 927 Clark Avenue West, Thornhill. Participants and their families joined in celebrating the accomplishments of 2018-2019 RSES participants. This year’s event recognized the accomplishment of the program’s second year of operation. By acknowledging the passionate and dedicated undertakings of program participants and their remarkable support networks, RSES created a sustainable strategy for each individual to succeed within the workplace.

Attendees enjoyed an entertaining afternoon with interactive games and karaoke, paired with refreshments and snacks. The RSES team planned this event to celebrate the immense strides that participants had made throughout the year with the supports that the program offered and the program partners that made RSES a possibility. Acknowledging the growth and hard work that participants have done throughout the year is essential to the RSES program as it showed participants that their efforts are noted and this positive trend should continue. The RSES program also aims to acknowledge families and guardians of participants as they provide pre and post work supports with unending dedication. The RSES team also thanked all program partners and employers as without their support, the program would not be a possibility.

Without the enthusiasm and dedication from program stakeholders, the RSES program would not have a solid foundation to continue onto its’ third year of operation. While the event was a success, it is worth noting that many participants were not able to partake in this event due to shifts being scheduled during event hours.
SECTION 5: PARTICIPANTS

Location

The chart below displays information regarding the geographical location of participants. There was a strong presence of participants located in central York Region with an even distribution of participants in each respective city of the York Region. This data does not correlate to the geographic location of employers.

The chart below outlines the diagnosis of participants that were disclosed in the RSES intake application. This data does not display a correlation between diagnosis and employment status. The diagnosis listed below are written verbatim from the RSES Intake Application and notes that 7 participants declared a dual diagnosis.
Referrals

The chart above displays where the 25 RSES program participants were sourced from the York Region. Due to program partnership with the YRDSB and YCDSB, 20 participants were sourced from the school boards.
### Cold Calling List Template

<table>
<thead>
<tr>
<th># of calls</th>
<th>Date (month/day/year)</th>
<th>Employer</th>
<th>Phone number</th>
<th>Address</th>
<th>Company Product/Service</th>
<th>Name and title of Contact Person</th>
<th>Name of Owner/Manager/Hiring Contact</th>
<th>Response</th>
<th>Summer 2018 Comments (follow up, comments, results, time, date, etc.)</th>
<th>RSES 2018-2019 Comments</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>12/12/18</td>
<td>Restaurant</td>
<td>(905) 555-1234</td>
<td>123 Street</td>
<td>Restaurant</td>
<td>Jane</td>
<td>CLP</td>
<td>N/A</td>
<td>VG has called Jane several times at both locations to get into contact. JY and HP are still employed and MM might be considered for January.</td>
<td>VG</td>
<td></td>
</tr>
</tbody>
</table>

### Daily Log Example

<table>
<thead>
<tr>
<th>Date</th>
<th>Employer</th>
<th>Description</th>
<th>Job Coach</th>
<th>Start Time</th>
<th>End Time</th>
<th>Time Spent Job Coaching</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/18/2018</td>
<td>Interview</td>
<td></td>
<td></td>
<td>4:00 PM</td>
<td>4:20 PM</td>
<td>20 mins</td>
<td>Arrived early for her interview. She was dressed appropriately in slacks, nice shoes and a nice shirt. She was very organized as she brought a folder containing a resume and other information. The interview was extremely informal as it proceeded to a few questions about her past work experience working at Montana’s and Kelsey’s. She was able to answer in clear, full sentences. Additionally, she mentioned that she was willing and eager to use knife skills to cut vegetables and hopefully start working on the front line with practice. Overall, she had a very positive attitude and was able to comprehensively answer every question asked of her. Mentioned that he would like to have a working interview with her to be able to see how she works in their environment before he can make a final decision in regards to hiring her. This interview will take place Monday, June 25th at 4:00.</td>
</tr>
</tbody>
</table>

---

APPENDIX

Cold Calling List Template

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<tr>
<th># of calls</th>
<th>Date (month/day/year)</th>
<th>Employer</th>
<th>Phone number</th>
<th>Address</th>
<th>Company Product/Service</th>
<th>Name and title of Contact Person</th>
<th>Name of Owner/Manager/Hiring Contact</th>
<th>Response</th>
<th>Summer 2018 Comments (follow up, comments, results, time, date, etc.)</th>
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</tr>
</tbody>
</table>

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<tr>
<th>Date</th>
<th>Employer</th>
<th>Description</th>
<th>Job Coach</th>
<th>Start Time</th>
<th>End Time</th>
<th>Time Spent Job Coaching</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/18/2018</td>
<td>Interview</td>
<td></td>
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<td>4:00 PM</td>
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</tr>
</tbody>
</table>
Reena Supported Employment Services (RSES) and Summer Employment Transitions (SET) Program Intake Application

The Reena Supported Employment Services (RSES) program aids participants who have identified with a developmental, intellectual and/or ASD disability finding both full and part-time paid employment opportunities from June 6th, 2019 to April 30th, 2020. Supports include pre-vocational training, individualized job coaching and ongoing supports.

The Summer Employment Transitions (SET) program aids participants in finding part-time paid employment opportunities throughout June 6th, 2019 to August 16th, 2019 for participants who have identified with a developmental, intellectual and/or ASD disability and looking to gain summer work experience. Participants will receive job coaching support throughout the duration of the summer.

For more information on Reena and SET/RSES, please visit http://www.reena.org.

Required Qualifications:
- Between the ages of 15 to 29 years
- Must be available for the whole program duration
- Must be able to arrange transportation to and from work
- Able to work flexible hours as required by potential employers
- Commit to working the entire placement period required by the employer
- Independently self-administer medication if required
- Willingness to sign media consent form for promotion of the program.
- Applicants MUST be prepared to accept the employment placements that are secured and available by SET/RSES job coaches.

Mandatory Program Events:
- Program Orientation (for participants and/or parents/guardians) – June 6th, 2019 (7:00 PM to 8:30 PM)
- Job Readiness Training – June 16th, 2019 and June 23rd, 2019 (9:00 AM to 2:00 PM)
- Debriefs – July 12th, July 26th and August 9th, 2019 (9:00 AM to 12:00 PM)
- End of Summer BBQ Event – August 12th, 2019 (2:00 PM to 4:00 PM)

All mandatory program events will be held at the Toby and Henry Battle Developmental Centre (927 Clark Avenue, Thornhill L4J 8G6).

The application package is attached. The following forms must be completed:
- Application Form
- Agreement with Employment Support Services
- Media Release Form
- Authorization for Disclosure of Client Information
- Please provide a copy of participant’s resume

If you have any questions regarding the Reena Supported Employment Services or Summer Employment Transitions program please contact:
Rob Scott - Reena Resource Supervisor at 905-889-6484 ext. 2209
Victoria Ghouchandra – SET/RSES Program Coordinator at 905-889-6484 ext. 2111

Application Form

Part A: Applicant Information

This document or any copy thereof may not be released, copied or published, in whole or in part without further authorization from Reena.

Last Name of Applicant
First Name of Applicant
Preferred Name of Applicant
Mailing Address (Street, Unit, City, Province, Postal Code)
Applicant Home Phone Number
Applicant Cell Phone Number
Applicant E-mail Address
Preferred methods of communication
Date of Birth
Current Age
Social Insurance Number
Health Card Number

Confidential

Diagnosis of Developmental Disability

Diagnoses
Date Diagnosed
Other Syndrome(s)

Education
Current/Last School Attended
Teacher
Current grade

Communication
The applicant communicates by:
- Verbal
- Sign Language
- Bliss Symbols
- Pictorial
- Tablet
- Body Language
- Other:
Receptive Language (understanding of words):
- Good
- Fair
- Poor
Primary Language spoken: __________________________

Behavioural Traits and Protocols
Does the applicant see a behavioural therapist?
- Yes
- No
If so, is there a behavioural support plan – if yes, please provide copy.
Part B: Parent/Guardian Information

Parent/Guardian #1:
Last Name
First Name
Preferred Name
Mailing Address (Street, Unit, City, Province, Postal Code)
Home Phone Number
Cell Phone Number
E-mail Address
Check applicable titles:
- Primary Contact
- Emergency Contact

Part C: Medical Information

Diagnosis: __________________________________________________________
Additional Comments: __________________________________________________
_______________________________________________________________________
Allergies: _______________________________________________________________
_______________________________________________________________________
Does the applicant carry an Epipen?
- Yes
- No
Seizures: (Type): ____________ Frequency: _______________
Normal Length of Time: _______________________________________________

Procedures (treatment): Please attach copy of seizure protocol
___________________________________________________________________
___________________________________________________________________
Post seizure medication: _____________________

Is the applicant independent in administering his or her medication?
- Yes
- No

Medications:

<table>
<thead>
<tr>
<th>Medication Name</th>
<th>Dosage</th>
<th>Administration Time</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Equipment required (wheelchair, eye glasses, etc.): _______________________
_______________________________________________________________________

Is there any medical concern/condition which might result in an emergency during the duration
of employment? If yes, please give details and action to be taken.
_______________________________________________________________________
_______________________________________________________________________

Part D: Skills and Abilities

Please provide additional comments on the applicant

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn new tasks</td>
</tr>
<tr>
<td>Communication Skills</td>
</tr>
<tr>
<td>Listening Skills</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
</tr>
</tbody>
</table>

Briefly describe the following:
Applicant’s Reading Level:___________________________________________
Applicant’s Writing Level:___________________________________________
Check the appropriate box for the applicant’s ability to perform these tasks:

<table>
<thead>
<tr>
<th>Task Performed</th>
<th>Yes</th>
<th>No</th>
<th>Comments – Level of Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count to 100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count Money (Change and Bills)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List jobs applicant is interested in (in order of preference) i.e. - kitchen work, outdoor work, retail, (store preferences) maintenance, grocery store, daycare, factory, etc.

1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________

*Please note: the jobs or areas you list will not be guaranteed. Applicants MUST be prepared to accept positions the program have been able to secure if the interview process is successful.

Is there a medical reason the applicant cannot work outdoors? Yes / No

Comments: ________________________________________________________

Are you able to arrange transportation to Aurora, Vaughan, Thornhill, Richmond Hill or Markham in order to participate in this program? Check the areas that apply:

- Vaughan
- Thornhill
- Richmond Hill
- Markham
- Aurora
- Additional comments: ______________________________________________

List any interests and/or skills the applicant has in order to secure a suitable job match. i.e., jobs in the past, volunteering, work experience through school etc.

__________________________________________________________________
__________________________________________________________________

Work Experience/Placement: (List the last 3 jobs or Work Experience Positions) AND please attach applicant’s updated resume.

<table>
<thead>
<tr>
<th>Employer:</th>
<th>Title:</th>
<th>Duties:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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List any interests and/or skills the applicant has in order to secure a suitable job match. i.e., jobs in the past, volunteering, work experience through school etc.

__________________________________________________________________
__________________________________________________________________

Employer: ________________________ Title: ________________________
Duties:      ________________________________________________________
_________________________________________________________________
Employer: ________________________ Title: ________________________
Duties:      ________________________________________________________
_________________________________________________________________
Employer: _______________________ Title: ________________________
Duties:     ________________________________________________________

Additional comments regarding past placements:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Agreement with SET and RSES

Terms and Conditions of Employment Transitions Programs

1. Participants must have reached legal working age of 16 years prior to June 2018.

2. Participants must arrange own transportation to and from work.

3. Participants must be able to commit to dates corresponding to SET/RSES including:
   - Orientation days
   - Job readiness training
   - Scheduled shifts with employer

4. Participants and parent/guardians must be willing to accept job match decisions and hours made by the Employment Transition Coordinator.

5. Participants and parents/guardians understand that any medication to be taken by the participant during the course of Employment is the sole responsibility of the participant.

I HAVE READ THE ABOVE AND AGREE TO FOLLOW THE REQUIREMENTS.

Signature of Participant: _____________________________________________
Date: _____________________
Interview Preparation Kit

Name: ______________________
Date: _______________________
Job Coach: __________________

1. Tell me a little bit about yourself.
In some cases the person interviewing will ask an open-ended question such as, tell me a bit about you. This is usually done to break the ice and make you feel more comfortable during the interview process. This is a good way for the interviewer to get a feel for your personality. In a question like this, it is a good idea to share your interests, hobbies, and things you are passionate about. Always relate at least three of the things you mention back to your job.
Example:

2. What do you know about our company?
Nine times out of ten, an employer is going to ask if you have ever been to the place you are interviewing for, before or what knowledge you have about the company. It is always a good idea to research the job and know at least three things about the company. Always know their mission statement, the product(s) they sell, what they are known for, (if applicable) and one another fact just to impress.

   Mission statement: __________________________________________________________
   Fact 2: _____________________________________________________________________
   Fact 3: _____________________________________________________________________

3. Why should we hire you? Why do you want to work here?
When asked this question it is important to remember that the hiring manager is looking to solve a problem. So explain why you would be a good fit for the company.
Example:

4. How would you provide the best customer service to our customers?
The employer wants to know that you are able to work with customers and provide them with the best care ever. It is important to acknowledge how important customers are and ways that you can provide good customer service.
Example:

5. What is your Job History?
For this question it is important to give exact information. Tell the employer the name of the company, what position you were, and how long you were there for. If you have no job experience, speak about your volunteer experience and relate it back to the job you are applying for.

   I worked at ______________________ for ________________ months. While I was there I was a _____________________________ and I performed tasks such as _____________________________, which is why I feel I would excel at your company.

6. Which position would you like to work?
Be straight forward. Tell them exactly which position you would like to work and explain why. However, do not disinguet the fact that you would be open and willing to working another position. Showing flexibility tells the employer that you are committed and willing to work outside your comfort zone for the best interests of the company. If you are unsure of the positions that they have, you should search up the different types of positions to figure out which one you would like to do.
Example:

7. What is availability?
Less is not more for this question. Employers want to hire someone that they know is able to come in and work. If you are not in school and do not participate in any extracurricular activities, then open availability is what you should say. If you can only work on specific days due to a prior commitment or school, disclose that information to your employer right away. Create your availability and stick to it unless changes.

<table>
<thead>
<tr>
<th>Times of the Day</th>
<th>Days of the Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning 6:00AM-12:00PM</td>
<td>Sunday</td>
</tr>
<tr>
<td>Afternoon 12:00PM-6:00PM</td>
<td></td>
</tr>
<tr>
<td>Evening 6:00PM-12:00AM</td>
<td></td>
</tr>
<tr>
<td>Overnight 12:00AM-5:00AM</td>
<td></td>
</tr>
</tbody>
</table>

8. Are there any questions that you have for me?
To close off an interview the employer may ask you if you have any questions for them. This will be the final impression you leave of yourself for your employer. Leave a good one! Always try to ask at least one meaningful question or questions that relate to the job.

   Question 1: _______________________________________________________________________
   Question 2: _______________________________________________________________________
   Question 3: _______________________________________________________________________
List of Acronyms

CPR - Cardiopulmonary Resuscitation
CSJ - Canada Summer Jobs
GTA – Greater Toronto Area
JOIN - Joel’s Ongoing Inclusion Networks
JRT - Job Readiness Training
JVS - Toronto Jewish Vocational Services Toronto
OHS - Occupational Health and Safety
RSES - Reena Supported Employment Services
SET - Summer Employment Transitions
WHMIS - Workplace Hazardous Material Information System
YCDSB - York Catholic District School Board
YRDSB - York Region District School Board