Reena Supported Employment Services
Final Report 2019 – 2020

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Acknowledgements

This report will present the updates, achievements and data of the third year (2019-2020 cycle) of completion of the Reena Supported Employment Services for youth and young adults with developmental disabilities including Autism (also known as RSES) program in York region.

The success of the 2019-2020 cycle of the RSES program is a result of the invaluable support of multiple and diverse stakeholders at Reena, community partners, employers and in the community who assisted the program to achieve its mission and goals. A special thank you and recognition is attributed to the Ontario Trillium Foundation (OTF) for their 3-year pilot project grant as well as their continued support and assistance from the beginning to the end of the program. In the third year of the program, this grant has enabled the RSES team to help 25 youth and young adults ages 29 and under with developmental disabilities including Autism living in York Region to secure and retain meaningful and sustainable paid employment placements in the competitive labour market.

Further, the OTF grant has provided the funding for the RSES over the past three years of operation to develop, deliver and evaluate a full service and specialized supported employment program for youth and young adults with developmental disabilities including Autism, an underserved group with a high rate of unemployment. To expand, the grant helped the program with its operations such as recruitment, hiring and training of staff, program space, supplies and other operational expenses to supervision, and organization integration as well as reporting to funders. All of these aspects have ensured the success of the program during all 3 years of its operation.

For the third consecutive year, the RSES program partnered with the York Region District School Board (YRDSB), and during the second year with the York Catholic District School Board (YCDSB), to support their high school students with developmental disabilities including Autism to secure and retain meaningful and sustainable paid employment in the competitive labour market. Both of the partnerships with the two boards have played an important role in the success of RSES. The Autism coordinators and special education teachers promoted the RSES program’s information and applications to the staff, students and families; they referred the potential participants, and helped prepare their students to achieve their career/employment goals during the school year, as well as continued to provide invaluable feedback that improved the program’s service delivery.

In addition, the RSES’ partnerships with the stakeholders has benefited the York Region business community. The RSES job coaches helped employers with diversity recruitment and building an inclusive workforce as well as continued to be advocates for the participants. By hiring the RSES’s participants, youth and young adults have been able to be a part of the workforce as well as earn an income and begin the journey to be self-sufficient and independent residents in the community.

Other important aspect that contributed to the success of RSES’ students being included in the competitive workforce was the supports from their families and networks. These support enabled the...
participants to learn how to be independent with transportation to and from work, and to practice vocational and job search skills.

Further, over the past three years, the following employers hired and retained 25 participants in paid, meaningful and sustainable employment with the support of the RSES job coaches.

Airgate (2501 Rutherford Rd Unit 40, Concord)
Aerie (17600 Yonge St, Newmarket)
American Eagle (17600 Yonge St, Newmarket)
Animal Health Partners (1 Scarsdale Rd, North York)
Banana Republic (1 Bass Pro Dr, Vaughan)
Bath & Body Works (5000 Highway 7, Markham)
Bath & Body Works (1 Promenade Cir, Thornhill)
Beacon Hall Golf Club (400 Beacon Hall Dr, Aurora)
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)
CanadaHelps (186 Spadina Ave, Toronto)
CDS Canada (1 Yorktech Dr, Markham)
Centre Street Deli (1136 Centre St, Thornhill)
Cineplex (179 Enterprise Blvd, Markham)
Cinnaholic (1 Promenade Cir, Thornhill)
Cora (9275 Markham Rd #19, Markham)
Cora’s (3760 Hwy 7, Unionville)
CDS @ Costco (55 New Huntington Rd, Woodbridge)
CDS @ Costco (Markham and Richmond Hill locations)
Plato 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)
Pickle Barrel (17215 Yonge St, Newmarket)
Plato’s Closet Newmarket (16655 Yonge St, Newmarket)
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)
Swiss Chalet (725 Markland St, Markham, ON L6C 0G6)
About RSES

Program Overview

The Reena Supported Employment Services (RSES) program was launched in May 2017 after receiving a generous 3-year grant from the Ontario Trillium Foundation (OTF). The funding period ended in May 2020. The grant provided the framework to deliver a supported employment program that helps youth and young adults with developmental disabilities including Autism secure and retain paid meaningful and sustainable employment opportunity in the competitive labour market. The RSES program was an expansion of Reena’s successful Summer Employment Transitions (SET) program which is starting its 9th year and helps high school students in partnership with the York Region District School Board and the York Catholic District School Board to secure seasonal paid employment opportunities.

During the first year of RSES (2017-2018), 18 of 19 participants successfully found and retained paid, meaningful and sustainable employment and work a total of 3615.5 hours accumulatively. In the second 2018-2019 cycle of the program, 24 of 25 participants found paid employment and worked a total of 3636.5 hours accumulatively. In the third 2019-2020 cycle of the RSES program, 25 participants found employment and worked a total of 1112.5 hours accumulatively.

Program Model

Over the first two years of operation, the RSES program model consisted of three components of the RSES program model that will be discussed below: Intake, Job Readiness Training (JRT) Workshops, Job Development Services and On-Site Job Coaching with continued Debriefing sessions. However, this model was adapted to the program changes in the third year as well as the need to respond to the COVID19 pandemic.

Below is the chart that illustrates the organizational structure of RSES during its 3rd cycle of the program from December 2019 to March 2020.
Intake Process

Over the 3-years of RSES, the intake process and eligibility criteria for participants remained the same as below:

- Participants must be between the ages of 16 to 29 years old and be motivated to secure paid employment
- Have a developmental disability including Autism
- Attainment of a Social Insurance (SIN) card and Health Card (OHIP) prior to program start date
- Must be available for the whole program duration and commit to mandatory program workshops and events
- Commitment to the provision of transportation to and from the worksite, anywhere within the York Region
- Able to work flexible hours as required by potential employers
- Commit to working the entire placement period required by the employer and follow required directions
- 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 the RSES team

In addition, as part of the application process for RSES, participants provide information as to their employment goals, the industries where they wish to work. The most popular sectors were in food services, general labour, janitorial/maintenance, with animals and retail.

Job Readiness Training (JRT) Workshops and Weekly Debriefing Sessions

An important learning component of RSES was the Job Readiness Training (JRT) workshops. This curriculum included variety of vocational job readiness and pre-employment skills building workshops that were customized for youth and young adults with developmental disabilities including Autism.

In addition to the on-site job coaching, an important component of the program was teaching the participants the soft, hard and workplace skills required for their job search, as well as for the paid workplace placement in the competitive labour market. This job readiness training (JRT) workshops were designed and facilitated by the job coaches in a group setting at the Toby and Henry Reena Battle Developmental Centre (927 Clark Avenue West, Thornhill, ON L4J 8G6). The JRT workshops were delivered during the first two years of the program and offered 2 workshops in total of 5 hours per week. However, due to the program growth and increase of participants, and lack of resources, the job coaches focused their work and time to on site job coaching for retention purposes.

In addition, the job coaches conducted bi-weekly debriefs for the first two years of the program bi-weekly on Fridays and the first Sunday of each month. The format of these sessions was an open and safe space in the group setting where the participants shared their job search and work experiences and challenges as well as a platform for the job coaches to assist with problem solving and learn new soft, hard and
workplace skills. One of the important outcomes of the debrief was the peer-to-peer mentoring that occurred through the group experience.

However, the JRT and Debrief sessions were on hold during the third year of RSES as a result of an increased case load. The job coaches were required to focus their efforts on retention (on-site job coaching) and job development. However, the debriefs were offered on an as-need basis and one-on-one check in between the RSES and SET job coaches and the participants of both programs. In the third year of the program, the participants received more individual job coaching sessions with an individualized coaching plan as well as extra time on-site to help foster the new employee’s independence in the workplace and transition into natural supports.

It is recommended that in future, the debriefing sessions and the JRT workshops be offered as an integral part of the success of the participants achieving their job goal and being included in the workforce. However, the ratio required for effective, and full supported employment services with youth and young adults with developmental disabilities and Autism is 1:5 (1 staff to 5 participants). Community Activities and Events

Supported Employment: Job Development and Job Coaching Services

Employment Goal Setting

The first stage of the job development and job coaching processes were an in-person meeting with the student to determine his or her job goal and to work together with him or her to identify a realistic, viable sectors and opportunities in the competitive labour market. Once a realistic job goal was set, the job coach together with the individual began a targeted job search. For example, the job coach and participant would use social media to research suitable positions, apply for work online and attending job fairs with specific sectored employers that matched with the participant’s job goal.

Employer Partnership Building

The job development services over the 3-year program were delivered by two job coaches and the program coordinator with the support of Reena’s Employment Resource Supervisor. However, the third year required a revised approach. The job coaches applied best practices of job development such as building effective partnership with employers in the community that led to job opportunities for the participants. Some of the techniques implemented by the job coaches were cold calling, employer presentations and meetings, attending job/recruitment fairs, employer networking and information events, social media, drop-ins, participating in community agency collaborative networks, and referrals from other community agencies as well as other government funded employment service providers, and word of mouth. By using.

An example of one of the successful techniques used is cold calling. Following a cold call to a targeted employer (based on the job goal of the participant), the job coach secured an in-person meeting with the employer to assess his or her business needs and present the program (i.e. employer supports) and advocate for the student in order to secure a job interview and a potential suitable job opportunity for the participant(s).
The Job Interviews

During the third year of RSES, the participants attended 47 job interviews in different sectors in the competitive labour market in York region, together with the job coach. To cultivate these job opportunities, the RSES job coaches continued to work individually with each participant as they had operated during the first two years of the program. The job coaches facilitated job readiness/pre-employment skills building workshops on this topic and worked 1-on-1 with each participant to identify a realistic job/employment goal based on their skills, experience and abilities as well as location. With each job seeker, the job coaches developed and presented different job opportunities and interview dates until he or she secured paid employment. In addition, 5 of the participants applied for work and secured employment independently.

Further, the job coaches under the leadership of the coordinator, used Excel databases for tracking of the full supported employment cycle that included ongoing communication with employers through email, drop-ins, meetings and presentations.

Once the job interview was confirmed with the participant and employer, the job coach attended the job interview with the participant and helped secure the job offer for the participant. Following the hire, the job coach supported the participant (new employee) with the onboarding, integration into the workplace, ongoing transparent communication with the employer and offered on-site job coaching to help with the training and problem solving. By continuing to operate a flexible and creative program, the RSES team has been able to expand and diversify the employer partnerships and industries.

Evidence of the positive feedback and reputation of the program was the growth of the RSES – especially noticeable in the third year – and the increase of referrals from the York region community as well as others from across Toronto.

To expand on the job development and job coaching supports, and the chart below, the following are highlights of the partnerships facilitated by the RSES job coaches:

- Subject matter expertise and support from the Reena Employment Resource Supervisor
- Partnering with collaborative community partner networks including: ACT4 Community Living York South, Ready Willing and Able, ODEN, Reena’s Strategic Employment Committee, Supported Employment Alliance
- Partnering with supported employment agencies including CCRW, JVS Toronto, 360 Kids, Job Start, Job Skills, ACCES employment to name a few
This chart illustrates a breakdown of job development services delivered by the RSES job coaches, Reena’s Employment Resource Supervisor and community partner and networks. Over 75% of jobs developed for participants in the 2018-2019 were secured by the RSES job coaches, compared to the 87% of the 2017-2018 cycle of the RSES program. The increasing strength of the job development component in the third year can be attributed to the increased support from the Reena Employment Resource Supervisor, and from the community partnerships including different organizations in York region.

Following a confirmed job interview date, the job coaches worked individually with the participants to prepare him or her for this experience. In addition to the group job readiness workshops on interview skills, the job coaches facilitated mock job interviews and prepared the individual for a successful interview. This included learning responses to the job interview questions, techniques on first impressions, dress code and researching the company and the job. The interview preparation allowed for participants to learn how to communicate their strengths and skills required for the position. As example of this is coaching the individuals on the meaning of “transferrable skills” and how these skills can be applied in the workplace. Another example is when a participant was applying for a kitchen helper position. The job coach helped the applicant to recognize and articulate how his experience helping in the kitchen at home can be applied while working at a restaurant! Further, the job coach taught the soft skills required for the role including teamwork, workplace communication and problem solving as well as conflict management and taking initiative to name a few. In addition to interview question preparation, the RSES team also coached participants in the practical aspects of the job.

The RSES job coach attended the job interview with the participant to provide support and advocacy unless the requested otherwise by the individual. This support was offered to the individual as in the form of short reminders or rephrasing interview questions so the participant can focus on their strengths, skills and contributions to the role and employer. Working interviews were offered to employers instead of the
typical in-person job interview. This was an excellent way for the employers to test out the technical, hard and soft skills of the candidate from RSES.

At the end of each interview, the RSES job coach conducted in person debriefs with the participant to evaluate the interview, the employer and discuss ways to improve and learn. The coaches used real life examples that occurred in the interview. This feedback gives participants greater confidence in their skills and the means to communicate these strengths effectively.

**FINAL DATA AND INSIGHTS**

Below are statistics reported from December 1, 2019 to March 15, 2020 as tracked by the RSES job coaches:

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Participants</th>
<th>Participant Drop outs</th>
<th>Intake Meetings</th>
<th>Total Meetings</th>
<th>Employer Meetings</th>
<th>RSES Presentation</th>
<th>Interviews</th>
<th>JRT/Debrief sessions</th>
<th>Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 1 – 31 2019</strong></td>
<td>24</td>
<td>15</td>
<td>0</td>
<td>8</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>February 1 – 29, 2020</strong></td>
<td>25</td>
<td>15</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td><strong>January 1 – 31, 2020</strong></td>
<td>25</td>
<td>15</td>
<td>4</td>
<td>16</td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td><strong>March 1 – 15, 2020</strong></td>
<td>25</td>
<td>15</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

**Program Challenges and Recommendations**

Within the first two years of operation, the RSES job coaching team continuously evaluated and improved the service delivery processes and experiences that was based on the feedback from participants, the employers and school board staff as well as the RSES frontline team. One example of this process improvement is that the RSES team created policy of flexibility that allowed maneuverability when approaching each participant and their vocational goals.

For the third cycle of the RSES program, there was a significant increase of interest in joining the program with three times more applications than received in the second cycle. In addition, the RSES program continued to expand its branding and referrals as a result of participating in community partner networks and building effective and collaborative partnerships. This also helped increase supports to program participants.
With the increase of demand of applicants and the active growth of the RSES program, the job coaches were required to increase their on-site coaching hours as well as attend community partnership meetings and stakeholder obligations. In order to continue offering quality job development and retention supports for individuals with developmental disabilities including Autism, the team was working weekends and evenings and the Friday and Sunday Debriefs were on hold.

Lessons learned from this last cycle of the program recommends that the staff and participant ratio be 1:5 in order to ensure complete, holistic and individual-focused quality of service.

Further changes to the program occurred in March 2020. This month marked the end of the OTF grant as well as the first funding stream of the RSES program. Continued funding for the expanding RSES program will be re-evaluate after OTF funding ends. Another change to the program occurred in March 2020, when the Program Coordinator for SET and RSES resigned from her position in Reena. The RSES program operates on a model of flexibility and adaptability to be able to address the business needs of the competitive and current labour market trends and advocacy while supporting the youth and young adults with developmental disabilities including Autism to integrate and be included in the workplace in York region.

Over the past 3 years of the program, the following challenges have been identified:

1. Bill 148 (Fair Workplaces, Better Jobs Act, 2017) drastically changed the Ontario labour market by increasing minimum wage to $14 in January 2018. This had led to a decrease in entry level positions, scheduled hours lowered, and traditional entry level roles increasing position duties. The demand for candidates and employees with “hybrid skills” (multiple skills and expertise) has increased. An example of this was clearly demonstrated by a dishwasher position that now encompasses additional duties including food preparation, and sometimes handling the cash and customer service. With roles becoming increasingly multifaceted, program participants have also revised their skills and adapted to the expectations of the workplace.

2. Some of the participants declined to attend job interview dates as well as job offers arranged by the RSES job coaches based on their job goals, their preferences, their interests and commitment to working as they (and their parents/guardian) signed in the program agreement, and verbally expressed to the job coaches in the workshops, in the intake, and individual meetings.

3. The staff turnover in the RSES team presented a challenge in the third cycle of the RSES program as the RSES Program Coordinator resigned in March 2020. Prior to leaving, the coordinator ensured that the RSES Final Report was submitted, documentation was streamlined, preparation for the SET program was started, and there was dissemination of information to ensure that the program services continued to be offered. This change in leadership resulted in in a lack of sufficient resources to be able to offer the full service delivery to the youth and young adults with developmental disabilities including Autism.

4. The other challenge that faced RSES during the 3rd years was the increase of youth and young adults with developmental disabilities including Autism participants in the program. In addition, there was a waiting list of potential participants. By this year, the program’s reputation was excellent and the demand to attend increased as well. RSES increased its caseload but the job coach staff remained the same. The best practice and standards as well as most efficient and effective service delivery model of supported employment programs is a ratio of 1:5. RSES.
RSES had 2 job coaches with a coordinator; during the SET summer employment transitions program, there were an additional 4 part time job coaches in the team but they returned to university in the Fall.

5. The final challenge that the RSES program encountered is the outbreak of the COVID-19 virus pandemic and its impact on service delivery and the labour market. As a result of the lockdown since March 2020, Reena closed its programs as well as RSES. RSES participants who were working were laid off or their hours were cut. In addition to participant hours, on March 16th, 2020 the RSES program suspended all in-person meetings and job coaching for 3 weeks. This included on-site coaching at the workplace, employer meetings, committee meetings, etc. As the RSES program is largely based on human interaction, it could not move ahead and prepare for the 8-year old SET program and to finalize the RSES program cycle. Further the impact of COVID19 on closing of businesses and increase of unemployment and other economic factors has severely effected job development and employers hiring as well as on-site job coaching. This has resulted in lower employment placement numbers in the third year in comparison to the first two cycles of operation in May 2020.

**Summary of the Job Opportunities Presented to Participants**

As noted in the above chart, the 2nd year of RSES (May 2018- May 2019), the most popular industries and sectors that the individuals preferred as well as those that offered paid employment was in **FOOD SERVICES, ENTERTAINMENT, SUPERMARKETS AND MISCELLANEOUS** employers including general labour, pet care and in the auto mechanic areas.

As commented, **[JS1]**: **RESTAURANT** – change to **FOOD SERVICES**

**[JS2]**: **GROCERY** – change to **SUPERMARKET**

**Commented [JS2]:** MISCELLANEOUS – spell it out and add (general labour, pet care, auto mechanic)
In the 2018-2019 cycle of the RSES program, quantitatively, the industry most receptive to interviewing and hiring participants was the food service industry.

During the 3rd cycle of RSES, five of the paid employment placements were developed by the participants themselves. With the job coaching supports of the RSES team, the individuals were able to retain the position and successfully complete the placement.

Further, during the 3rd cycle of RSES, the job coaches secured 22 paid employment opportunities of which one job placement was developed by a community partner and one through Reena’s Employment Resource Supervisor.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.J</td>
<td>Bath &amp; Body Works (5000 Hwy 7, Markham)</td>
</tr>
<tr>
<td></td>
<td>CDS (1 Yorktech Dr, Markham)</td>
</tr>
<tr>
<td>A.B</td>
<td>Found position independently</td>
</tr>
<tr>
<td>A.C</td>
<td>Aerie (17600 Yonge St, Newmarket)</td>
</tr>
<tr>
<td>A.K</td>
<td>Aerie (17600 Yonge St, Newmarket)</td>
</tr>
<tr>
<td>A.O</td>
<td>Plato’s Closet Newmarket (16655 Yonge St, Newmarket)</td>
</tr>
<tr>
<td>A.Z</td>
<td></td>
</tr>
<tr>
<td>B.M</td>
<td>Beacon Hall Golf Club (400 Beacon Hall Dr, Aurora)</td>
</tr>
<tr>
<td>C.M</td>
<td>Swiss Chalet (725 Markland St, Markham)</td>
</tr>
<tr>
<td>D.W</td>
<td>Cora (3760 Hwy 7, Unionville)</td>
</tr>
<tr>
<td>E.B</td>
<td></td>
</tr>
<tr>
<td>E.S</td>
<td>Bath &amp; Body Works (1 Promenade Cir, Thornhill)</td>
</tr>
<tr>
<td>J.E</td>
<td></td>
</tr>
<tr>
<td>J.G</td>
<td>Deloitte (8 Adelaide St W #200, Toronto)</td>
</tr>
<tr>
<td>K.S</td>
<td>Centre Street Deli (1136 Centre St, Thornhill)</td>
</tr>
<tr>
<td>L.N</td>
<td>Aerie (17600 Yonge St, Newmarket)</td>
</tr>
<tr>
<td>M.A</td>
<td>Pickle Barrel (17215 Yonge St, Newmarket)</td>
</tr>
<tr>
<td>M.M</td>
<td>CDS (1 Yorktech Dr, Markham)</td>
</tr>
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<td>M.W</td>
<td>CanadaHelps (186 Spadina Ave, Toronto)</td>
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<td>N.L</td>
<td>Centre Street Deli (1136 Centre St, Thornhill)</td>
</tr>
<tr>
<td>R.R</td>
<td></td>
</tr>
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<td>R.W</td>
<td></td>
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<td>S.M</td>
<td>Reena (1 Promenade Cir, Thornhill)</td>
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<td>T.A</td>
<td>Beacon Hall Golf Club (400 Beacon Hall Dr, Aurora)</td>
</tr>
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<td>T.M</td>
<td>American Eagle (17600 Yonge St, Newmarket)</td>
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<tr>
<td>Y.O</td>
<td>Plato’s Closet Newmarket (16655 Yonge St, Newmarket)</td>
</tr>
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</table>

The above chart illustrates the breakdown of participants and employers from the second year of RSES. In addition, the chart demonstrates how 4 of the participants were presented with 2 different paid job opportunities in the competitive labour market during the second year.
Results

<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>Outreach Presentations</th>
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<tbody>
<tr>
<td>August</td>
<td>2019</td>
<td>5</td>
<td>210</td>
<td>82.5</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>September</td>
<td>2019</td>
<td>1</td>
<td>214</td>
<td>69.5</td>
<td>6</td>
<td>2</td>
<td>1</td>
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<td>October</td>
<td>2019</td>
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<td>252</td>
<td>92.5</td>
<td>6</td>
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<td>2</td>
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<tr>
<td>November</td>
<td>2019</td>
<td>267</td>
<td>82.5</td>
<td>8</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
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<td>57</td>
<td>8</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>January</td>
<td>2020</td>
<td>2</td>
<td>316</td>
<td>111.5</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>February</td>
<td>2020</td>
<td>0</td>
<td>341</td>
<td>90</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>March</td>
<td>2020</td>
<td>2</td>
<td>164</td>
<td>46.5</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>April</td>
<td>2020</td>
<td>COVID19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>2020</td>
<td>COVID19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>2020</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19/20</strong></td>
<td><strong>4</strong></td>
<td><strong>1112.5</strong></td>
<td><strong>305</strong></td>
<td><strong>9</strong></td>
<td><strong>6</strong></td>
<td><strong>7</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18/19</strong></td>
<td><strong>47</strong></td>
<td><strong>3636.5</strong></td>
<td><strong>980.5</strong></td>
<td><strong>91</strong></td>
<td><strong>33</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17/18</strong></td>
<td><strong>61</strong></td>
<td><strong>3615.5</strong></td>
<td><strong>N/A</strong></td>
<td><strong>57</strong></td>
<td><strong>21</strong></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>2020</strong></td>
<td><strong>112</strong></td>
<td><strong>8364.50</strong></td>
<td><strong>1285.5</strong></td>
<td><strong>157</strong></td>
<td><strong>60</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

The table above presents the following data for the 3 years of operation of RSES: the number of job interviews attended, the hours worked by participants, the on-site job coaching hours, the number of program meetings, the number of employer meetings and RSES outreach presentations at community partner agencies. Further, the employer meetings do not include job development activities such as cold calling, networking and job fairs.

The accumulative grand totals for the 3 year operation of RSES are reported in the above chart. In summary, from 2017 to 2020 there were 112 job interviews conducted, 8364.50 hours worked by the participants in paid employment, 1285.5 hours of on site job coaching by the RSES team, 5 program meetings, 60 employer meetings and 24 community outreach presentations.

SET and RSES Program Overview

The Summer Employment Transitions (SET) Program was launched in 2012 at Reena. This is a supported employment program customized for high school students with developmental disabilities including Autism in the York Region District School Board as well as the York Catholic School Board to help with their transition from school into the competitive labour market through paid employment placements during the summer and beyond.

Further, the SET program is partnered with JVS Toronto, Canada Summer Jobs Grant, Joel’s Ongoing Inclusion Network (J.O.I.N), and York Region District School Board.

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1 August 17th, 2019 to August 31st, 2019
2 March 1st, 2020 to March 15th, 2020
The SET program offers the following supports for the high school students:

- Job Readiness Skills Workshop Training (JRT) that facilitates soft and hard skills topics including pre-employment topics such as resume preparation, networking, interview skills, OHS/WHMIS, workplace communication, teamwork, to name a few.
- Job development services by partnering with employers in York region to help with diversity recruitment and advocacy that presented job opportunities, job matching, job interviews and paid job placements for the participants.
- On-site Job Coaching as well as off-site to support participants’ retention and successful placement.
- Ongoing support through the model of ‘Friday Bi-weekly Debriefs’ which are group discussions as well as job search and workplace skills workshop
- Ongoing communication and follow up with participant (employee) and employer to assist with the transition of the participant into “natural supports” of the workplace.

As a result of the success of SET over the past 6 years with the YRDSB, the York Catholic District School Board approached the SET supervisor to partner as well and this was secured in 2018.

Further evidence of the success and growth of SET and RSES is the influx of applications that generated a waiting list in addition to both programs being filled to capacity.

As a result of the high demand and volume of applicants, the SET team were able to accept job ready students who were interested in continuing to work during the school year or after graduation.

This rapid growth of both the SET and RSES employment programs presents a need for this type of program model and would require more resources to effectively support more youth and young adults with developmental disabilities and Autism to be included in the competitive labour market by securing and retaining meaningful and sustainable paid employment.

The following chart illustrates the data collected from six years of the delivery of SET:

**SUMMER EMPLOYMENT TRANSITIONS (SET) DELIVERABLE RESULTS:**

<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>
<tr>
<td>2018</td>
<td>24</td>
<td>21</td>
<td>87.5 %</td>
<td>1396.5</td>
</tr>
<tr>
<td>2019</td>
<td>29</td>
<td>20</td>
<td>69.0 %</td>
<td>1638.5</td>
</tr>
<tr>
<td>2020</td>
<td>25</td>
<td>5</td>
<td>70 %</td>
<td>1112.5</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) as an expansion, year-round supported employment for youth and young adults with developmental disabilities including Autism based on the model and success of the Summer Employment Transitions (SET) program. Since the duration of SET from 2017 overlapped with the delivery of RSES, both teams shared resources to offer employment supports to youth and young adults with developmental disabilities and Autism in the York region.

In the first year of operation, all participants received paid work experience and 18 of the 19 participants retained employment.

### RSES Activities and Events:

Over the past three years of RSES, the team participated in a total of 196 different activities and events with the following breakdown:

**Year 1** – 91 activities/events

**Year 2** – 57 activities/events

**Year 3** – 48 activities/events

These activities included attending community partner collaborative network meetings and presentations, conferences, community outreach presentations, and career/job fairs. These events were located in York region and the GTA. The purpose was to increase the program’s branding, outreach for participants and employers, to keep updated and current with resources, labour market and industry trends, and to share and collaborate with other community partners to provide extensive employment supports for the youth and young adults with developmental disabilities and Autism in the community at large.

In addition to attending these meetings, RSES utilized social media and the Reena website to expand its outreach, branding, collaboration and to share information with the community, employers, partners and stakeholders.

### Preparing for Summer Employment Transitions (SET) 2020

Since its inception in September 2017, RSES has been operating simultaneously with Reena’s SET program that is entering its ninth year. The RSES program was established as a transitional employment support service that offered graduates with developmental disabilities and Autism in the YRDSB and later the YCDSB to move from high school into the competitive workforce. The participants of RSES were youth and young adults many of whom had completed SET and required continued employment supports as well as other special needs youth in the York region community.
Due to the overlap of program delivery dates, RSES and SET shared services, staff and resources.

From January to mid-March, the RSES and SET schedules and calendars of events were finalized. During this time, the processes and procedures of SET were updated including the intake forms, participant agreements, scheduling of the March 23rd information evening, the end of program closing Summer BBQ on August 21st, the JRT workshops, Debriefs, as well as tracking and data collection, and accessing the funding.

COVID19 AND SET AND RSES UPDATES – MARCH 2020

In response to the rapidly spreading COVID-19 pandemic, Reena closed all of its day programs in March to comply with the Public Health policies that has ensured that the individuals in service as well as the staff are safe and healthy. The Reena programs are closed till further instructions from management who are complying with the Public Health policies and procedures.

As a result of COVID19 and Reena’s closures, the RSES program was also suspended including in-person sessions, meetings, job coaching and job development services as well as the Final Summer BBQ. In spite of the pandemic and its lockdowns, the SET program will continue to operate during the summer. However, it will be transferred to an online, virtual platform such as Zoom and BlueJeans until there are changes in the lockdown that will permit in-person services.

Further, the RSES team with the supervisor are developing a virtual job readiness/pre-employment skills workshop series curriculum on a variety of soft, workplace and hard skills topics to offer the selected participants. Intakes, program activities, debriefs and individual coaching sessions will all be conducted online.

The student referral meetings with the Autism coordinators of the YRDSB and the YCDSB were held during the week of May 14th via Virtual meetings and conference calls. The YRDSB referred 30 students; and the YCDSB referred 15 students.

The SET’s annual Information evening for parents, teachers and potential student participants has been rescheduled to May 21 from 7 – 8 pm and will be held online with the virtual platform used by Reena called www.bluejeans.com. The meeting will be open to all referrals and their families as well as the teachers.

Other revisions included an updated SET student application, the intake form and the participant agreement to respond to the COVID19 pandemic as well as address some of the lessons learned from previous years.

The next phase of SET is the SET and RSES team will be conducting intake meetings to select this summer’s participants. The program is scheduled to start on June 7th, 2020. In addition, at the time of this report, the recruitment of SET’s job coaches for the summer is pending on Reena securing the Canada Summer Job Grant and its staffing breakdown. The recommended ratio of staff to students with developmental disabilities and Autism for a successful program that is based on past experiences is 1:5.
RSES Participants’ Overview

Location

The chart above illustrates the geographical breakdown of the participants in RSES over the three years of delivery. The majority of students lived in central York Region (specifically Richmond Hill).
The chart illustrates the breakdown of the diagnoses of participants that were self-disclosed by the participant in the RSES intake application and progress notes. This data does not display a correlation between diagnosis and employment status. Seven participants self-disclosed a dual diagnosis.
The chart illustrates the referral source of 25 RSES program participants that included York region and the GTA. The 2019-2020 third year cycle of the RSES program reported a higher percentage of participants who were sourced from word of mouth (or the community at large compared to 8 participants from the 2018/2019. These findings provide evidence regarding the positive reputation and success of RSES.

Appendices

Employer Cold Calling List Tracking Template
Daily Log of Activities of Job Coaches Example

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Start Time</th>
<th>End Time</th>
<th>Notes/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/18/2023</td>
<td>Interview</td>
<td>4:30 PM</td>
<td>4:40 PM</td>
<td>She arrived early for the interview. She was dressed appropriately in khaki, nice shoes and a nice shirt. She was very punctual. She brought in a folder containing a resume and other information. The interview was extremely informative. She was not good at going into details about herself. Her skills and abilities were very apparent. She was able to answer all the questions and was very engaged. Additionally, she was able to avoid any questions about her weaknesses. We recommended her for the position and she was later offered the job. The salary was $45,000 and working on the first floor with another. Overall, she was very confident and expressed her interest in the position. She mentioned that she would like to have a second interview with her to be able to see how she interacts in their environment before she makes a final decision on accepting the offer. The interview will take place on Monday, June 22nd at 4:00 PM.</td>
</tr>
</tbody>
</table>
### Part A: Medical Information

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Additional Comments:

| | |
| | |

#### List of Medications:

<table>
<thead>
<tr>
<th>Medication Name</th>
<th>Dose</th>
<th>Administration Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Equipment and Accessories

- Accessories and equipment:
  - Item:  
  - Description:  

#### Physical Examination

#### Laboratory Tests

- Tests:
  - Test Name:  
  - Result:  

### Part B: Skills and Abilities

#### Physical Abilities

- Ability:  
  - Description:  

#### Cognitive Abilities

- Ability:  
  - Description:  

#### Emotional Abilities

- Ability:  
  - Description:  

### Part C: Employment

#### Work Experience:

- Employer:  
  - Position:  
  - Duration:  

#### Education:

- Institution:  
  - Degree:  
  - Field:  

#### Additional Information:

| | |
| | |

---
Job Interview Preparation Kit Example

Interview Preparation Kit

Name: __________________________
Date: __________________________
Job Coach: _______________________

For this position it is important to gather information. This applies to the name of the company, their product or service, and the exact job you are interviewing for. You should have experience, make a list of your experience and write them in a format that you are comfortable with. Be specific, State what you did, when you did it, why you did it, and what you learned. Write your answers in the space above. Each of these is a question that the person interviewing you will ask you. Be consistent. Be honest. Be thorough.

What are your strengths?
What are your weaknesses?
What do you like about your current employer?
What do you dislike about your current employer?
What would you do to improve your current employer?
What is your compensation package, and how will it be adjusted over time?
What are your goals, and how will you work towards achieving them?
What do you think of your current supervisor?
What is the most difficult task you have ever faced?
What do you do when you are stuck?
When was the last time you had a problem that you had to solve on your own?
What are your three greatest weaknesses?
What are your three greatest strengths?
What do you think is the most important part of your job?
What do you think is the least important part of your job?
What is your salary range?
What is your experience level?
What is your education level?
What is your current position?
What is your previous position?
What is your next position?
What is your desired position?
What is your current company?
What is your previous company?
What is your next company?
What is your desired company?
What is your current location?
What is your previous location?
What is your next location?
What is your desired location?
What is your current job title?
What is your previous job title?
What is your next job title?
What is your desired job title?
What is your current job description?
What is your previous job description?
What is your next job description?
What is your desired job description?
What is your current job responsibilities?
What is your previous job responsibilities?
What is your next job responsibilities?
What is your desired job responsibilities?
What is your current job duties?
What is your previous job duties?
What is your next job duties?
What is your desired job duties?
What is your current job qualifications?
What is your previous job qualifications?
What is your next job qualifications?
What is your desired job qualifications?
What is your current job skills?
What is your previous job skills?
What is your next job skills?
What is your desired job skills?
What is your current job experience?
What is your previous job experience?
What is your next job experience?
What is your desired job experience?
What is your current job achievements?
What is your previous job achievements?
What is your next job achievements?
What is your desired job achievements?
What is your current job challenges?
What is your previous job challenges?
What is your next job challenges?
What is your desired job challenges?
What is your current job solutions?
What is your previous job solutions?
What is your next job solutions?
What is your desired job solutions?
What is your current job problems?
What is your previous job problems?
What is your next job problems?
What is your desired job problems?
What is your current job goals?
What is your previous job goals?
What is your next job goals?
What is your desired job goals?
What is your current job objectives?
What is your previous job objectives?
What is your next job objectives?
What is your desired job objectives?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
What is your current job targets?
What is your previous job targets?
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What is your desired job targets?
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What is your desired job targets?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
What is your current job targets?
What is your previous job targets?
What is your next job targets?
What is your desired job targets?
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
YCDSD - York Catholic District School Board
YRDSB - York Region District School Board