

September 6, 2021

**Madonna R. Garcia, MRC, VRTWC
Vocational Rehabilitation Counselor/VRC**

Mailing Address:

**Calworx
1317 N. San Fernando Blvd, #158
Burbank CA 91504
Tel 831-428-3855
Fax 818-301-3288**

**Subsequent Injuries Benefits Trust Fund
Department of Industrial Relations
Division of Workers Compensation
160 Promenade Circle, Ste. 350
Sacramento, CA 95834**

**Natalia Foley Esq.
Law Offices of Natalia Foley
8018 E. Santa Ana Cyn Rd Stem100-215
Anaheim Hills CA 92808**

**Employee: Debra Sanchez
SIF #: SIF 11924493
DOI: 02/08/18-02/07/19
Employer: University of Southern California**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Sanchez's ability to compete in the open labor market based upon her subsequent industrial injury as well as pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Sanchez ability to compete in the open market.

Introductory Comments

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Ms. Sanchez ability to compete in the open labor market based upon her subsequent industrial injury as well as her pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Ms. Sanchez ability to compete in the open market.

My assignment included a face-to-face interview with Ms. Sanchez, a review of her occupational history, medical history and records, physician assessment of her medical conditions and labor disablement, and appointment involving percentage of disability apportioned to the subsequent injury, and pre-existing injuries and illnesses, vocational assessments, transferable skills, the labor market analysis and whether Ms. Sanchez is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Ms. Sanchez through vocational testing, research through the OASYS system, the Employment Development Department (EDD), the Dictionary of Occupational titles, the Social Security Administration (SSA), the Occupational Employment Quarterly (OEQ), and pertinent case law to determine Ms. Sanchez pre-injury labor disablement, as well as the post-injury labor market access and ability to compete in the open labor market.

I explained to Ms. Sanchez my position as an Applicant Vocational Expert and informed her that I would not be providing ongoing vocational counseling. I informed her that the information derived during the evaluation would not be considered confidential and that my findings and opinions would be summarized in a report that would be provided to her attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Ms. Sanchez on May 20, 2021. I conducted the evaluation with Ms. Sanchez and had full view of her entire body throughout the assessment.

Evaluation Timeframes

9 hours for file review of medical and psychological records, 8 hours of face-to-face time, 6 hours of vocational rehabilitation testing and scoring, 6 hours of interpreting and analysis of the CAPS and Raven Standard Progressive Matrices, 6 hours of research (DOT, OASYS, SSA) and 9 hours and of report writing, proofreading, and editing time for a total of professional time. A total of 44 hours of professional time. An itemized invoice is attached to the report outlining my work in this matter.

History of Present Illness/Injury

Debra Sanchez is a 55-year-old female and has worked in the healthcare industry as a medical assistant and transcriptionist. Her work has predominantly been transcription of pathology reports. She worked for many years at Laguna Hills, after which she transitioned to Long Beach Hospital. She then worked at Torrance Memorial Hospital, as well. She started work at Keck USC Hospital in March 2014, and last worked there in February 2019.

Ms. Sanchez reports that prior to beginning work in March 2014, at Keck USC, she had known medical conditions of chronic migraines, as well as obesity. She also had a history of loud snoring and probable underlying OSA, although this was not diagnosed until much later. Ms. Sanchez underwent laparoscopic Roux-En-Y bypass in 2013 and began work at Keck USC Hospital in March 2014. She estimates that her weight, prior to the gastric bypass, was 180 pounds. When she began work at USC, her weight was 140 pounds. When she stopped work in February 2019, her weight was approximately 160 pounds and she has had weight loss of 40 pounds due to gastric bypass before she started work at USC, she attributes her weight gain at USC to stress.

She states that she has a longstanding history of anxiety and depression. In fact, she was given Paxil in the year 2002. After termination from employment, her weight has increased further. Ms. Sanchez reports that she with diagnosed with OSA in 2015. She states that part of her stress was also her mother's illness with cancer and eventual demise. She was diagnosed with OSA and was given a CPAP machine; however, she is unable to tolerate it, due to difficulty with the device. She also has a history of long-standing migraines.

Diagnoses

Lower back

Shoulders

Neck upper extremities

Lower extremities

Stress

Non-industrial psychological abuse in early childhood

Non-industrial learning disability

Non-industrial lower and upper extremities arthritis and neuropathy

Gastro-intestinal tract inflammation

Non-industrial decreased vision

Non-industrial constipation;

Mental state psychopathology manifested in Major Depressive Disorder

Generalized Anxiety Disorder, due to chain of traumatic life events, including childhood physical, verbal and emotional abuse, difficult issues with children, loss of companionship due to declined sex drive, sleep disturbance and substance abuse

Medical Records Review

The records were reviewed by and summarized below:

Debra Sanchez C&R signed 3-26-2020, full ortho application 02/11/2019

Full psych application 02/11/2019

HealthCare Partners Medical Records 09/03/2019 and Deposition Transcript 03/15/2019

Debra Sanchez DEU rating 04/13/2020

P&S Med Report by Dr. Gofnung 09/11/2019

Employment status 08/13/2015

Claim Denial 188939486-001 PSYCH 5-14-2019

Claim Denial 188939446-001 5-10-2019

Supplemental Med rep by AME Dr. Feiwell, MS 11-19-2021

Med rep by AME Dr. Feiwell, MS 08-23-2019

Dr. Eric Gofnung, OME, November 2019

Dr. Gofnung stated on his report that Ms. Sanchez was asymptomatic and without any disability or impairment prior to the continuous trauma injury from 02/08/18, to 02/07/19 as related to the neck, shoulders/arms and UE, back, upper and lower extremities and also prior to employment Keck Medical Center. ROS: Review of systems is remarkable for trouble sleeping, muscle or joint pain, stiffness, anxiety, depressed mood, social withdrawal, emotional problems and stress. ADLs: Self-Care - Personal Hygiene as a result of the industrially-related injury, difficulty with urination, defecation, brushing teeth, combing hair, bathing by self- dressing by self, with a rating of 4/5. Communication: As a result of the industrially-related injury, difficulty with writing, typing, with a rating of 4/5. Physical Activities: As a result of the industrially-related injury, difficulty with standing, sitting, reclining, walking and going up and down stairs, with a rating of 4/5. Hand Activities: As a result of the industrially-related injury, she had difficulty with grasping or gripping, lifting and manipulating small items with a rating of 4/5. Travel: As a result of the industrially-related injury, difficulty with riding in a car, bus and driving a car and restful night sleep pattern with a rating of 4/5.

Dr. Gofnung stated on his report that it is within a reasonable degree of medical probability that the causation of this Ms. Sanchez cervical and lumbar spine and upper extremities injuries and resultant conditions, as well as need for treatment are industrially related and secondary to continuous trauma injuries from 02/08/18 through 02/07/19 while working for Keck Medical Center as a pathology office coordinator. Dr. Gofnung stated that Ms. Sanchez P&S Status now 1) Neck pain, best described as frequent and moderate, 4-6/10. 2) L elbow pain associated with numbness and tingling in forearm, best described as frequent and moderate, 4-6/10. 3) Lower back pain, frequent and moderate, 4-6/10. 4) Sleep difficulty, anxiety and depression. Objective Factors: 1) Palpatory tenderness. 2) Decreased and painful ROM. 3) Abnormal orthopedic testing. With regards to lumbar spine, the objective factors of disability consist of, 1) Palpatory tenderness. 2) Decreased and painful ranges of motion. 3) Abnormal orthopedic testing. With regards to L elbow, the objective factors of disability consist of: 1) Palpatory tenderness. 2) Abnormal neurological examination findings. Dr. Gofnung also stated on his report that Ms. Sanchez work restrictions include no lifting in excess of 15 lbs., no repeated or forceful use of hands for grasping, torquing, pulling or pushing. No repeated bending or stooping. Vocational Rehab: Pt is QIW. Impairment Analysis: C/S spine: 5% WPI. LIS: 5% WPI. Total spinal impairment 10% WPI. UE•. 4% WPI. Total WPI 14%. The Apportionment to Causation states that based on the Ms. Sanchez past medical history, she had injury to both hands approximately 20 years ago while working as a transcriber and she was diagnosed with CTS. The apportioned causation with regards to cervical and lumbar spine and L elbow 100% to above-described continuous trauma and 0% to nonindustrial causes.

Dr. Nhung Phan, Psy D. QME, 6/15/202

Dr. Phan stated on his report that Ms. Sanchez failed her Subsequent Injury Benefits Trust Fund evaluation appointment on May 17, 2021 which was scheduled in the county of Los Angeles at 2760 E. Florence Avenue, Huntington Park, California 90255. Dr. Phan did a review on the medical reports of various providers and no assessment was provided.

Dr. Omar Tirzimi, MD, FCCP, 6/16/2021

Dr. Tirzimi stated the following medical condition on his report:

1. Chronic migraines.
2. Anxiety/depression.
3. Obstructive sleep apnea with CPAP intolerance.

Dr. Tirzimi reports that Ms. Sanchez Chronic migraines will be deferred to a specialist as well as her anxiety/depression conditions to a neurologist. Ms. Sanchez sleep disorder condition of was preexisting since it was formally diagnosed in 2014/2015, after which she was given a CPAP machine. She was intolerant of therapy and is currently not using and her Epworth sleepiness score is 12, which implies moderate sleepiness. She has Class 2 Impairment of the Whole Person, 12%, due to sleep and arousal disorders. She has moderate daytime sleepiness and difficulty with self-care and some activities of daily living are diminished, she is tired and sleepy all day long and has difficulty with memory and recollection and has become irritable over time. Also, Dr. Tirzimi reports that the causation of her OSA is nonindustrial and secondary to her long-standing obesity. Stress in her case was also due to her mother's illness, as well as her employment. It would be reasonable to apportion 90% to preexisting and 10% apportionment to stress associated with her employment.

Dr. Tirzimi also addressed her Work Restrictions where Ms. Sanchez should avoid working with machinery or instruments that may cause bodily harm if she was to have a period of sleepiness while operating this equipment and she should avoid work that requires her to drive long distances, as she has a tendency to feel sleepy on long drives. Dr. Tirzimi also states that Ms. Sanchez had preexisting OSA/sleep disorder prior to her employment with Keck USC and that the preexisting condition was P&S at the time of her last employment and could have rated as PPD at the time the worker suffered the subsequent industrial injury as well as apportion preexisting condition and subsequent injury and post subsequent injury, and this has been done in the discussion on apportionment above and the subsequent industrial injury did not rate to 35% disability without modification for age and occupation, and the preexisting disability did not affect the upper or lower extremity or eye and also did not affect the opposite or corresponding part.

Dr. Lawrence Fewell, MD, AME, 11/19/2019 and 9/21/2019

Dr. Feiwell stated on his report that Ms. Sanchez had constant moderate neck pain, moderate B/L shoulder pain, moderate to severe B/L elbow pain, L > R. Intermittent moderate B/L wrist/hand pain with N/T and weakness. Constant moderate to severe upper, mid and LBP, moderate B/L hip pain, moderate to severe B/L knee pain with weakness, moderate B/L ankle/foot pain, depression and anxiety. Dr. Feiwell stated that her job duties entailed filing paperwork, filing slides, answering and making phone calls, assisting clients, labeling, data entry, customer service, sending specimens to facilities for testing, filing glass lights, stocking specimen slides into cabinets, organizing boxes, ordering tests, desk work, delivering mail, carrying boxes with specimens weighing up to 30 lbs. and general clerical work. Ms. Sanchez work station was not ergonomically adjusted and her physical activities required sitting, walking, standing, bending, twisting, stooping, squatting, kneeling, reaching, grasping, handwork, lifting, carrying, pushing and pulling. Dr. Feiwell stated on his report that in 2017, Ms. Sanchez developed depression and anxiety and over time, she developed pain in neck, shoulders, elbows, wrists, hands, back, hips, knees and ankles she attributes to work activities.

Dr. Feiwell stated on his report that the Ms. Sanchez has reached MMI with an overall 13% WPI. Dr. Feiwell had also indicated that Ms. Sanchez R knee complaints are non-industrial due to a fall and B/L elbow complaints are non-industrial due to a fall and the Impairment Rating: R thumb 6% WPI and L thumb 6% WPI. Total of 12% WPI and the Apportionment: Apportioned 20% due to outside activities and 80% due to CT through 2019.

Background and Educational Information and Social and Economic Considerations

Ms. Sanchez was born in Los Angeles, California on November 1964. Ms. Sanchez was single and have one adult daughter. Ms. Sanchez completed her Elementary at Bell Gardens High School in 1985. She attended Cerritos College in 1998 and obtained Child Development Certificate. She also attended Nova Institute in 1999 and took Medical Assistant. In addition, she also attended ROP in Orange County for Medical Electronic Billing and Coding in 2009.

Ms. Sanchez was forthcoming and cooperative throughout the interview. At the time of our interview, Ms. Sanchez was living in Los Angeles, CA. She indicated that she did not have any criminal convictions and denies serving in the military. She indicated that it is difficult to meet her monthly expenditures. Ms. Sanchez monthly expenditures about \$1300 per month and her source of income at \$1500 per month thru EDD which expired on September 2021.

Ms. Sanchez stated that she has a reliable vehicle which she could utilize for employment purposes. She currently has a class C driver license. Ms. Sanchez indicated that she would be willing to travel approximately fifteen (15) minutes to work in one direction should she be able to work.

Ms. Sanchez explained that she would not be willing to use public transportation because of the physical strain it would put on her body given her conditions of disablement. She is not willing to relocate. Ms. Sanchez should she be able to work would be available to work Monday through Friday during the day except for Sundays.

Activities of Daily Living

During my interview, Ms. Sanchez completed the Activities of Daily Living (ADL) questionnaire with my assistance (Please see attachment on ADL on Appendix A). I asked Ms. Sanchez questions regarding how her disabilities affect her activities of daily living.

Ms. Sanchez noted that she had difficulty washing and drying herself and dressing herself. Ms. Sanchez self-care issues like her eating, grooming, bathing, dressing her upper body and toileting had been difficult for her and she's always getting help and assistance from her daughter. Ms. Sanchez reported having much difficulty doing light housework such as cleaning and doing laundry. She also has much difficulty with cooking and yardwork activities.

Ms. Sanchez could previously cook but no longer is able to because she can't stand for very long and she cannot use her fingers to prepare food. With her physical disorder, she has difficulty standing and using her hands to perform routine household chores such as vacuuming because she experiences shortness of breath.

Ms. Sanchez subjective physical tolerances include difficulty sitting and standing for long periods of time. During the assessment, Ms. Sanchez had difficulty sitting in her chair for long periods of time and had to alternatively sit and stand and stretch. Ms. Sanchez also reported difficulty walking on a flat surface, walking on incline and walking down on a decline. Ms. Sanchez also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining her balance.

Ms. Sanchez states she must always cautiously maintain her balance, especially in the shower or to avoid falling from stairs. At home she often drops cups. She can no longer open jars. For her shoulders, Ms. Sanchez has chronic pain and loss of range of motion. She can no longer do overhead work. Because of her arm pain, Ms. Sanchez is incapable of vacuuming.

Ms. Sanchez also stated some difficulty driving. She also experiences problems getting in and out of the car most especially getting in and out of the car and opening and closing doors. Ms. Sanchez also could not turn her head while driving and because of this she could not drive more than 15 minutes. Ms. Sanchez vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Ms. Sanchez reports problems with vision and she has difficulty reading a book. She has difficulty seeing both up close and far away. She usually uses glasses when seeing things far.

Ms. Sanchez reports having difficulty sleeping at night. She tries to go to bed at around 1:00am and wake up at about 5:30 – 6am. It usually takes her about 3-4 hours to fall asleep or most of the times can't go back to sleep. Ms. Sanchez stated that she either watch TV or write on her journal if she can't sleep. Ms. Sanchez also reported that is both difficult to walk up and down a flight of stairs. She also reported difficulty with forward flexion of the neck, as well as difficulty twisting and turning her neck from left to right. Ms. Sanchez also reported much difficulty reaching above shoulder level with both left and right arm.

Ms. Sanchez reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Ms. Sanchez also reported difficulty lifting more than 5 lbs. and much more difficulty lifting more than 10 lbs. and 20 lbs. and much more difficulty lifting more than 50 lbs.

Ms. Sanchez reported difficulty with fine finger manipulation like turning screws and bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping such as holding a cup or carrying a gallon of milk. Ms. Sanchez also reported difficulty with her sensory functions, her ability to feel, smell, and taste. The greater of these issues is mostly her touch sensations due to her neuropathy and nerve damage issues. (See Attachment: Activities of Daily Living –Appendix A)

Overall, Ms. Sanchez states severe interference with the following activities: bathing, blow drying hair, brushing hair, brushing teeth, showering, washing hair, dressing oneself, going to the bathroom, urinating, eating, tying shoelaces and putting on shoes and socks. Ms. Sanchez’s physical activity reports moderate to severe interference with the following activities: household chores, doing laundry, getting in and out of bed, playing sports, exercising, taking out trash, climbing stairs, sweeping, walking, running, lifting, stooping, bending, twisting, carrying, reaching, pushing, pulling, crouching and standing.

Ms. Sanchez states moderate to severe interference with the following activities. applying pressure, applying torque, grasping and gripping. Ms. Sanchez travel restrictions also states moderate to severe interference with the following activities: driving, flying and riding. In addition, Ms. Sanchez’s sleep issues also state moderate to severe interference with sleep due to frequent waking cycles, inability to fall asleep due to pain, lack of sleep causing reduced daytime alertness.

Activities of Daily Living

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG PERIOD OF TIME	UNABLE TO DO
SELF-CARE, PERSONAL HYGIENE			X		
Comb your hair		X			
Wash and dry yourself		X			
Dress yourself including shoes		X			
Light Housework cleaning, laundry			X		

Heavy Housework vacuuming, sweeping, mopping			X		
Cooking		X			
Yard Work			X		
Other Housework: Describe:					
TRAVEL					
Driving a car			X		
Get in and out of cars			X		
Opening and Closing Car Door		X			
VISION	X				
Watch Television (With glasses on)	X				
Read a Book			X		
Seeing up close			X		
Seeing things far – with glasses			X		
SLEEP			X		
Sleep at Night			X		
Nap During the Day					

Subjective Physical Tolerance

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
What, if anything makes sitting more comfortably?					
Sit			X		
Stand			X		
Walk on a Flat Surface			X		
Walk on an Incline			X		
Walk on a Decline			X		
Is it easier to walk up or down an incline?					
Crouching			X		
Bending			X		
Stooping			X		
Crawling					
Kneeling			X		
Maintaining Balance					
Do you require a device to maintain your balance? Describe:					
Walking up 1 flight of 10 steps			X		
Walking Down 1 flight of 10 steps		X			

Is it easier to walk up or down a flight of 10 steps?		X			
Forward flexion of neck			X		
Twisting of neck left or right			X		
Is your Dominant Hand: LEFT			X		
Reach above shoulder level with left arm			X		
Reaching at shoulder level with left arm			X		
Reach below shoulder level with left arm			X		
Push/Pull light objects			X		
Gripping a glass of water		X			
Carrying a gallon of milk with one or both hands- (Left hand)					
Lift more than 5 lbs.			X		
Lift more than 10 lbs.					
Lift more than 20 lbs.					
Lift more than 50 lbs.					
Fine finger manipulation (turning screws/bolts, using a cell phone or texting)			X		
Simple grasping			X		
Firm Grasping					

Typing		X			
Writing					

Feel what you touch	X			
Smell the food you eat	x			
Taste the food you eat	x			
Talking/Speak clearly	x			
Hearing from LEFT ear				
Hearing from RIGHT ear	x			

Employment History

Ms. Sanchez worked at Keck USC School in Los Angeles, CA in 2013 to February 2019. Her job title was a Pathology Office Coordinator. Ms. Sanchez job duties include filing papers, glass slides, answer phones and send things out to different hospitals and mailed package of slides. She had to go to various warehouse and drop them off. Since the warehouse was downstairs in the basement at the hospital, she carried about 41bs at several times and also carried about 25-301bs 5 days every other week.

Ms. Sanchez also worked Torrance Memorial Medical Center Torrance, CA. Her job title was Transcriptionist at the Pathology Department. Ms. Sanchez job duties include filing papers, glass slides, answer phones and send things out to different hospitals.

Ms. Sanchez also worked Community Hospital of Long Beach, Long Beach, CA was employed from 2009 to 2011. Her job title was Pathology Assistant/Transcriptionist Community Hospital Long Beach for about 7yrs. Her job duties include typing, answering phones, processed tissues, specimens for the pathologists and made slides, blocks for analyzing tissues, monitored all different types of reagents that were used to dip tissue in to make a slide and monitor all of the equipment. She also cleaned and changed the reagents, disposed of tissue that was no longer used and was in-charge of morgue as well made sure the temperatures were correct and all the equipment they needed for autopsies.

Ms. Sanchez also worked Pacific Cardiovascular Association and was employed from 1999 to 2006. Her job title was Medical Assistant/Transcriber. Her job duties include working in the front office which involved some typing, filing, answering phones, checking in patients, verifying and

entering insurance, billing. Also worked up the patient in the back room taking vitals, EKGs, applying Holter monitors.

Ms. Sanchez also worked Telecare La Casa Mental Health Center, Norwalk, CA employed from 1992 to 1994. Her job title was Medical Transcriptionist.

Ms. Sanchez indicates she has not worked in any capacity since her injury and is not currently working due to her limited capabilities.

Current Treatment, Therapy and Physical Condition

Ms. Sanchez does not participate in physical therapy

Current Medications

Paxil 40 mg daily

Triamcinolone acetonide cream -eyes

Effects of Medication on Full Time Employment

Ms. Sanchez takes Paxil 40 mg daily or Paroxetine which is used to treat depression, panic attacks, obsessive-compulsive disorder (OCD), anxiety disorders, and post-traumatic stress disorder. Side effects include nausea, drowsiness, dizziness, trouble sleeping, loss of appetite, weakness, dry mouth, sweating, blurred vision and yawning. This will present difficulty with work since her job requires concentration and on task with her job.

The side effects of the medications for Ms. Sanchez were required to take because of her disabilities and severely limit her employability. The side effects experienced by Ms. Sanchez and her physical limitations will make it very difficult to find employment. Even if she was able to find work, her physical limitations and the side effects of the medication will significantly interfere with her ability to work.

General Observations During Vocational Interview

The vocational evaluation was scheduled on May 20, 2021.

She was cooperative and interactive and had normal response timing.

Ms. Sanchez was moving around a lot in her chair but did get up and she said that standing would help her pain.

She was able to answer all my interview questions with my assistance by reading out loud the questionnaires and assist her in writing her responses. Ms. Sanchez completed the task and asked questions herself.

She used her right hand to mark the vocational testing material. She held the pen between her index finger and her thumb. Ms. Sanchez used her left hand to turn the pages of the vocational testing material.

Vocational Testing Administered

RAVEN Standard Progressive Matrices

The Raven Standard Progressive Matrices Test is a measure of abstract reasoning and reflects on the ability to solve problems and take in information. (Please see attachment, Appendix B)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. The Raven is a pattern recognition test. It is a 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence. It is made of 60 multiple choice questions, listed in order of difficulty.

The Abstract tests will almost always be part of assessment for a job. It is used in situations where the examiners want to measure the ability of an individual that is not based on educational background, cultural or linguistic deficiencies. Although these tests seem to have no direct connection with the content of the job you are applying for, they provide an idea of the extent to which you can find solutions and whether you can work flexibly with unfamiliar information. It is thus an indicator of the applicant's IQ.

The RAVEN test is composed of geometric figures that require the test taker to select among a series of designs the one that most accurately represents or resembles the one shown in the stimulus material.

Ms. Sanchez 's test scores were utilized to aid me in identifying her level of aptitudes and abilities. Further observation of Ms. Sanchez during the completion of vocational testing can also be used to establish how she follows directions and is able to maintain a workstation.

During the test, I have provided the explanation regarding the vocational assessments given to Ms. Sanchez and the norms used to score for the test. Ms. Sanchez started the Raven Standard Progressive Matrices and she understood the directions for the Raven Standard Progressive Matrices. Ms. Sanchez completed the Raven Standard Progressive Test.

Ms. Sanchez 's test results showed that she scored in GRADE III "Intellectually average", if score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it)

Ms. Sanchez scored 25 correct out of 60 items which puts her on the Grade 111 – Intellectually Average which means that the 25th and 75th percentiles mark the boundaries for the middle 50% of client's that took the test. Half of the clients scored above or below these numbers. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score he obtains as the following:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same age group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

- GRADE III “Intellectually average”, if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)
- GRADE IV “Definitely below average in intellectual capacity”, if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)
- GRADE V “Intellectually impaired”, if a score lies at or below the 5th percentile for that age group.

The result of Raven Progressive Matrices (RPM) shows that Ms. Sanchez has average intelligence which indicates that she seems to have greater reasoning ability and greater cognitive capacity to analyze information. Ms. Sanchez results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. Ms. Sanchez’s results also show that she has quickness of mind and has the ability to infer and apply patterns and obtains the ability to deal with mental complexity in which are all aspects of our general intelligence. Ms. Sanchez’s test scores also show that she has the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas and learn quickly from experience. Ms. Sanchez’s test scores show that she has the ability to adapt effectively to the environment either by making a change in oneself or by changing the environment and finding a new one. Ms. Sanchez test results also states that she has the capacity to reorganize her behavior patterns and have the ability to act more effectively appropriately.

Ms. Sanchez’s results reveal that she can excellently make insights and comprehend relationships among nonverbal figures or designs. She has quickness of mind and has the ability to infer and apply patterns and possesses the ability to deal with mental complexity which is all of the aspects of one’s general intelligence.

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person’s Perceptual Speed and Accuracy, and test eight (8) measures an individual’s Manual Speed and Dexterity.

Vocational Observations During the CAPS Assessment

Ms. Sanchez was administered the CAPS. She completed eight (8) of eight (8) assessments, which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Ms. Sanchez have attained the following results from CAPS

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures

Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity.

Vocational Observations During the CAPS Assessment

Ms. Sanchez was administered the CAPS. She completed eight (8) of eight (8) assessments which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Ms. Sanchez has attained the following results from CAPS

Ms. Sanchez scored 30th percentile score in Mechanical Reasoning. This is considered low. The mechanical reasoning test measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in science.

Ms. Sanchez scored the 30th percentile score in Spatial Relations. This is low. This test measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Ms. Sanchez scored 20th percentile score in Verbal Relations. This is low. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Ms. Sanchez scored 50th percentile score in Numerical Ability. This is considered average. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

Ms. Sanchez scored 20th percentile score in Language Usage. This is low. This test measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in science, and in all levels of Business and Service.

Ms. Sanchez scored 40th percentile score in Word Knowledge. This is considered average. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Ms. Sanchez scored 10th percentile score in Perceptual Speed and Accuracy; this is considered low. This test measures how well you can perceive small details rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Ms. Sanchez scored 70th percentile score in Manual Speed and Dexterity, which is high. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

The results of Ms. Sanchez's test reports that her strongest areas were in the area of Manual Speed and Dexterity. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Career Ability Placement Survey (CAPS)

The CAPS consists of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. This data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test this Consultant considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of others in fields of personal service, social and health related service, and protection and transportation.

Intelligence Test: RAVEN MATRICES

Ms. Sanchez's test results showed that she scored in category GRADE III- "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

Ms. Sanchez scored 25 correct out of 60 items. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score she obtains as the following:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same age group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that age group.

The result of Raven Progressive Matrices (RPM) shows that Ms. Sanchez is "Intellectually Average" To assist in my analysis, I used the OASYS system to analyze a computerized transferrable skills analysis.

The OASYS is system used to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individual's skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

- Dictionary of Occupational Titles (DOT)
- National Employment Outlook
- State Employment Outlook
- Census Wage Data
- O-Net Occupational Information

The **OASYS** program provides vocational options that remain available for Ms. Sanchez due to her functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce.

Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ) in helping make my determinations.

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Ms. Sanchez in her geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Ms. Sanchez prior work experience includes positions as a Pathology Office Coordinator (Please see Attachment on Appendix C). These occupations were used as part of the transferrable skills analysis.

DOT Code: 222.587-026 Laboratory Clerk/Pathology Assistant

Specific Vocational Preparation (SVP)

Level 3:(Between 1 month and 3 months)

Semi-Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 3:

Apply commonsense understanding to carry out instructions furnished in written, oral or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development - level 2:

Add, subtract, multiply and divide all units of measure. Perform the four operations with like or common decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language Development - level 2:

Reading: Passive vocabulary of 5,000-6,000 words. Read 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, pronunciation and spelling. Read instructions to assemble model cars and airplanes.

Writing: Write compound and complex sentences, using proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variation in word order, using present, perfect and future tenses.

Physical Requirements

Strength: Light Work

Lifting, Carrying, Pushing, Pulling 20 Lbs. occasionally, frequently up to 10 Lbs., or negligible amount constantly. Can include walking and or standing frequently even though weight is negligible. Can include pushing and or pulling of arm and or leg controls.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Occasionally

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Near Acuity: Occasionally

Clarity of vision at 20 inches or less.

Environmental Conditions

Noise Intensity Level: Quiet

Such as a library; art museum; funeral home.

Work Situations (Temperaments)

R Performing repetitive or short-cycle work.

Work situations were performing a few routine and uninvolved tasks over and over again according to set procedures, sequence, or pace with little opportunity for diversion or interruption. Interaction with people is included when it is routine, continual or prescribed.

DOT Aptitudes

General Learning Ability Level 3 (Average, Middle Third)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 3 (Average, Middle Third)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 3 (Average, Middle Third)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 5 (Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 5 (Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 5 - Copying

Transcribing, entering, or posting data.

People: 8 - Taking Instructions - Helping

Attending to the work assignment instructions or orders of supervisor.

Things: 7 - Handling

Using body members, hand tools, or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

OASYS System Settings

The OASYS system accessed the Los Angeles, California Metropolitan Division (MD) to determine Ms. Sanchez transferability of skills.

The OASYS system factored in information for the labor market from year June 2018 which is the most recent data available.

Ms. Sanchez entire work history was used to determine transferability of skills.

The **DOT** occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific Job-worker situation

The DOT defines the SVP levels as follows:

Level	Time
1.	Short demonstration only
2.	Anything beyond short demonstration up to and including 1 month
3.	Over 1 month up to and including 3 months
4.	Over 3 months up to and including 6 months
5.	Over 6 months up to and including 1 year
6.	Over 1 year up to and including 2 years
7.	Over 2 years up to and including 4 years
8.	Over 4 years up to and including 10 years
9.	Over 10 years

The **Occupational Employment Quarterly (OEQ)** states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4). I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT.

Ms. Sanchez work history shows that she had the capacity to work at an SVP level of 3, which is considered skilled.

Further research was also conducted with the Social Security Administration (SSA) SSR §404.1568 Skill Requirements which states the following about semi- skilled work:

“(b)” Skilled work is any worker who has special skill, training, knowledge, and ability in their work. A skilled worker may have attended a college, university or technical school. Or, a skilled worker may have learned their skills on the job.

Examples of skilled labor include engineers, scientists, software development, paramedics, police officers, soldiers, physicians, crane operators, truck drivers, machinist, drafters, plumbers, craftsmen, cooks and accountants. These workers can be either blue-collar or white-collar workers, with varied levels of training or education, even though they sometimes are called "purple collars".

Ms. Sanchez subjective physical tolerances were not used in the determination of her transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Ms. Sanchez has the potential to perform according to her education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The **OASYS** system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

- Directing, controlling, or planning activities of others
- Performing repetitive or short-cycle work
- Influencing people in their opinions, attitudes, and judgements
- Performing a variety of duties
- Expressing personal feelings
- Working alone or apart in physical isolation from others
- Performing effectively under stress
- Attaining precise set limits, tolerances, and standards
- Working under specific instructions
- Dealing with people
- Making judgements and decisions

The **OASYS** system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Ms. Sanchez level of physical functioning primarily performed prior to her subsequent industrial injury. The Dictionary of Occupational Title (DOT) defines a Sedentary level of functioning as Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Results of Transferable Skills Analysis

The OASYS system determined that Ms. Sanchez given her functional limitations has incurred a ninety-two (92) percent loss of labor market access.

The functional limitations assigned to Ms. Sanchez further erode the labor market that would be available to her at a Sedentary level of physical functioning. A sedentary level of jobs is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. Although sitting is primarily involved in a sedentary job, walking and standing should be required only occasionally.

There are limited jobs or increasingly fewer jobs for Ms. Sanchez that she can do you can do due to this "eroding the occupational base" for sedentary work. With Ms. Sanchez multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs she is capable of doing due to her physical limitations.

The vocational probability contributed to my opinion that Ms. Sanchez is unable to return to work in any position or occupation. (Please see attachment on Appendix C)

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2). Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills analysis. However, the loss of capacity of her bilateral upper extremities significantly reduced the labor market available Ms. Sanchez at a Sedentary level of physical functioning.

1. Activities of Daily Living- Mild Impairment
2. Social Functioning- Mild Impairment
3. Concentration- Mild Impairment
4. Adaptation- Mild Impairment

Ms. Sanchez side effects from her medication which includes dizziness, drowsiness, weakness and blurred vision will greatly affect and impair her concentration and remembering information essential for her job as a Pathology Office Coordinator. Furthermore, Ms. Sanchez job requires frequent sitting, walking, standing as a Pathology Office Coordinator. As mentioned earlier, Ms. Sanchez is restricted from prolonged sitting and standing and lifting more than 10 pounds.

The synergistic effect of the previously mentioned functional limitations resulting from Ms. Sanchez pre-existing non-industrial and industrial injuries, combined with her cumulative trauma industrial injury of Ms. Sanchez in all vocational probability has incurred a total loss of labor market access. Ms. Sanchez cannot perform this job due to the fact that the physical requirements require constantly sitting, walking and or standing frequently, pushing and or pulling of arm and or leg controls, reaching frequently and extending hands and arms in any direction. Frequent handling, seizing, holding, grasping and turning, fingering and occasionally picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm.

Amenableness to Rehabilitation

Methods of Rehabilitation

- 1) Modified Work
- 2) Alternative Work
- 3) Direct Placement
- 4) On-the-Job-Training (OJT)
- 5) Vocational Training
- 6) Self-Employment

Methods #1 and #2: Ms. Sanchez employer has been unable to offer permanent modified or alternative work. Ms. Sanchez is not amenable to this form of vocational rehabilitation. Ms. Sanchez's employer will suffer undue hardship if they attempt to accommodate Ms. Sanchez as the employer consists of no more than 5 employees. The job cannot be modified or alternated.

Ms. Sanchez employer will have to help her accommodate her work, meaning a co-worker will be assigned to job shadow her work, assisting her on her work duties, allowing the coworker to see and understand the nuances of the particular job. The job shadowing employee is able to observe how the employee does the job, the key deliverables expected from the job and the employees with whom the job interacts.

The only issue here is that there will not be enough employees to do the job shadow since the employer might not have the financial means to support it. Such modification or accommodation is burdensome on the employer and simply not practical.

Ms. Sanchez 's job as a Pathology Office Coordinator requires her to sitting and standing for long periods of time and walk around and she cannot do any of these for extended periods of time, if at all, without help or breaks. Breaks are not practical because she would have to take breaks too often. Ms. Sanchez will have to take many breaks and her employer will only allow 15 minutes increments or more every 2-3 hours in 8 hours shift. This will be costly to her employer because most of her to time are spent on frequent breaks to accommodate her work.

Ms. Sanchez would not be able to do because the job requires constantly sitting and frequent standing and constant use of her hands to handle her work and also the frequent bending and twisting of her body as well as sitting and standing for long periods of time.

Methods #3 and #4: Ms. Sanchez 's direct placement and OJT (On the Job Training) will not also apply here since both requires and demands the essential function of the job in which Pathology Office Coordinator job require her sit for long periods of time and to be able to speak clearly so clients can understand.

The functional limitations assigned by Dr. Gofnung, Dr. Tirzimi and Dr. Feiwell compromised Ms. Sanchez to the point that her post-injury occupational base will be completely eroded rendering her not amenable to this form of vocational rehabilitation.

Method #5

Vocational retraining programs would provide Ms. Sanchez with new or enhanced skills for new types of work. However, the training programs available for her are extremely limited given the significant functional limitations assigned by the doctors noted above. Participating in vocational training programs will require for her to participate with the vocational programs such as doing work evaluations and vocational trainings to prepare her for employment.

Vocational rehabilitation retraining plans may produce new employment opportunities for Ms. Sanchez but it is clear that the functional limitations assigned to Ms. Sanchez is a complete loss of labor market access. Ms. Sanchez is very limited in participating in any of the vocational training program and it will be physically demanding for her to participate in the vocational evaluation and assessment process for employment purposes.

Her ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for her to engage in the vocational training program process for employment purposes. She is also not required to have to learn a completely new job or skill since this is her career.

Ms. Sanchez vocational training program will require for her to be able to pass the application and physically attend the training program and pass. Based from my examination and assessments, this will be physically demanding for her to do knowing the fact that she is not able to be physically and mentally do the training or programs.

Method #6:

Self-employment is one of the most "rigorous, high risk" type of plans. At the very least a market analysis, competition location, pricing, income/revenue projection and an evaluation of the plan to be developed, implemented, and maintained over time is required in my opinion and considering the disabling effects of Ms. Sanchez industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

Therefore, when considering the synergistic effect of Ms. Sanchez pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury. Ms. Sanchez amenability to rehabilitation is significantly impaired meaning that vocational rehabilitation will not return her to the open labor market.

Montana Factors

Montana Factors are taken from the case of *Argonaut Ins. Co v Industrial Acc. Com (Montana)* (1962) 57 CaL2d 589 [27 Cal Comp Cases 130) Montana Factors include ability to work, health willingness and opportunities for persons similarly situated.

I believe Ms. Sanchez ability to work, health, willingness and opportunities to work, skill and education, general condition of the labor market, and employment opportunities for individuals that are similarly situated render Ms. Sanchez unable to return to suitable gainful employment in the open labor market.

I have addressed said Montana Factors as follows:

Ability to Work

Regarding Ability to Work, I refer to the following functional limitations assigned by Dr. Gofnung, Dr. Tirzimi and Dr. Feiwell:

Work situations that involve solving problems, making evaluations, or reaching conclusions based on subjective or objective criteria, such as the five senses, knowledge, past experiences, or quantifiable or factual data. Considering the above noted functional limitations resulting from Ms. Sanchez pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from her industrial injury, I believe that Ms. Sanchez, in all vocational probability, does not possess the ability to return to work, in a suitable gainful basis in the current open labor market.

Willingness and Opportunities to Work

Ms. Sanchez has been unable to find any sustainable employment since her industrial injury. She attempted to find employment but could not. She believes this is a result of her constant pain from her injuries. Ms. Sanchez have attempted to apply for job but had limited work experiences and the physical requirements needed for the job.

Based on this information, I believe that Ms. Sanchez has demonstrated the willingness to work but has not been provided the opportunity to return to work because of the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries, combined with her industrial injury. Ms. Sanchez opportunities to return to work are slim because of all the accommodations the employer will need for the job.

Ms. Sanchez job as Pathology Office Coordinator will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job.

Ms. Sanchez will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to physical limitations of her job as a Pathology Office Coordinator. As noted above, the accommodations and modifications Ms. Sanchez would require are simply too burdensome and unrealistic for an employer to make.

General Condition of The Labor Market

I researched the General Condition of the Labor Market using the State of California Employment Development Department (EDD) for the Los Angeles area.

Based on my research from EDD and based on documentation from October 20, 2017, between August 2017 and September 2017, the total number of jobs located in the Los Angeles – California MD explained by forty-three thousand five hundred (43,500) jobs to reach a total of four million four hundred and forty-eight thousand and six hundred (4,448,600) jobs. Between September 2016 and September 2017, the total number of jobs located in the Los Angeles California area expanded by fifty thousand eight hundred (50,800) jobs.

It is used to collect, analyze and publish statistical data and reports on California's labor force, industries, occupations, employment projections, wages and other important labor market and economic data.

Based on the OASYS Program and Skillstran Program using the resources and considering the synergistic effect of functional limitations resulting from Ms. Sanchez's pre-existing non-industrial and industrial injuries, combined with her industrial, I believe that employment opportunities for persons similarly situated are unfavorable and unlikely.

Accommodations and Vocational Analysis

I have considered workplace accommodations. Employers are required to provide reasonable accommodations to allow an individual to complete the essential functions of their job.

As indicated above, employers must provide reasonable accommodations to Ms. Sanchez because of her functional limitations so that she may perform essential functions of any job she could obtain in the open labor market. An employer however does not have to provide reasonable accommodations if those accommodations will result in undue hardship.

Ms. Sanchez work limitations includes unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment. Ms. Sanchez work limitations prevents her from being able to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Sanchez 's employer will not be able to provide reasonable accommodations. Ms. Sanchez 's employer will need to provide reasonable accommodations such as job restructuring which alters the essential function of her job as a Pathology Office Coordinator. Ms. Sanchez 's employer cannot modify her work schedules due to her medical appointments and hospital visit, since she will be in and out of the hospital. Ms. Sanchez has lists of medications to take into consideration. The medications side effects will affect her work performance that will prevent her from doing her job properly.

Ms. Sanchez 's need for accommodations will cause undue hardship to the employer if it requires significant difficulty or expense when considered in light of factors such as an employer's size and financial resources. If Ms. Sanchez will return to her job as a Pathology Office Coordinator, it will not be cost effective to the employer because her employer will be required to hire another person to help Ms. Sanchez with her job. Ms. Sanchez will not be capable of doing her work absent the help of another person. Ms. Sanchez will nevertheless still be expected to perform the essential functions of the job with or without reasonable accommodations. In the case of Ms. Sanchez, it would be unreasonable and unrealistic for an employer to fully accommodate Ms. Sanchez such that she would be capable of adequately performing in any capacity.

In reaching my vocational opinion regarding Ms. Sanchez, I considered the synergistic effect of the functional limitations resulting from her pre-existing non-industrial and industrial injuries combined with her industrial injury during the interpretation of the vocational testing results and the transferable skills analysis. In this case, considering all her functional physical limitations resulting from her pre- and post-injuries, Ms. Sanchez's disabilities have rendered her unable to perform the substantial and material acts necessary to perform any job in the usual or customary way in which the job is meant to be performed.

Conclusion

A person has a functional limitation when he or she, because of a disability, cannot meet the strength, stamina, endurance or psychological stresses of a job regardless of the work skills possessed by the person; or cannot tolerate the physical environment of the workplace. In this case,

Ms. Sanchez is significantly restricted in ability to meet typical physical employment requirements to perform previous job or usual line of work such unable to lift or carry objects required, unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers, unable to sustain a continuous or prolonged standing or sitting position of the body, unable to sustain consistent physical work effort, significantly restricted in ability to tolerate typical psychological stresses in the work environment, unable to tolerate the common environmental conditions found at work, unable to sustain a consistent mental work effort and unable to complete tasks at a pace comparable to that of the average person in the general population.

Ms. Sanchez opportunities to return to work are slim because of all the accommodations the employer will need for the job. Ms. Sanchez job as Pathology Office Coordinator will require an adjustment to her job or work environment which makes it possible for an individual with a disability to perform the essential functions of her job. Ms. Sanchez will need accommodations and modifications to the work environment and even adjustments to her work schedules or responsibilities due to her physical limitations. I have determined that Ms. Sanchez is not amenable to any form of vocational rehabilitation. Her functional limitations combined with the intensity, duration, and nature of her chronic and disabling pain will preclude her pre-injury skills and academic accomplishments. I do not believe that Ms. Sanchez is amenable to any form of rehabilitation and thus has sustained a total loss in her capacity to meet any occupational demands.

I reserve the right to augment or change my opinion based upon any additional medical, legal, or vocational documentation that becomes available for further review.

I am of the hope that the information noted above is of value to you. I would like to thank you for the opportunity to provide a Vocational Opinion regarding Ms. Sanchez. If you should have any questions or require any further information, please contact me.

On May 20, 2021 at your request, I had the opportunity to examine Ms. Sanchez, regarding our stated vocational opinion about Ms. Sanchez current work preclusions/limitations, transferable skills, and labor disablement.

I have personally obtained the history from the client conducted the examination, reviewed the records and prepared this report. I have provided the vocational testing results, transferability of skills and conducted a final review and made any necessary changes. I certify my signature below that the opinions stated above are my own.

I declare under the penalty of perjury that the information contained in this report and its attachments if any, is true and correct to the best of my knowledge, except as to information that I have indicated I received from others. As to that information, I declare under penalty of perjury that the information accurately describes that information provided to me and, except as noted herein, that I believe it to be true. I further declare under penalty of perjury that there has not been a violation of Labor Code section 139.32.

This report may contain sensitive material which may be distressing to certain employees and may be misunderstood. Per ethical standards, this report should be provided to an employee only by a Vocational Expert who is qualified to carefully assess the employee, assume the professional responsibility for the disclosure of the information relative to the employee and explain the information in an accurate manner.

The information contained in this report, and all attachments, is confidential, privileged and may also be proprietary business information that is intended only for the personal and confidential use of the recipients(s) named above. If the reader of this report is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this report in error and any review, dissemination, distribution or copying of this report is strictly prohibited. If you received this communication in error, please notify the sender immediately and delete the original report.

Signed in the County of Los Angeles, California on September 6, 2021

Respectfully submitted,

Madonna R. Garcia

Madonna R. Garcia, MRC, VRTWC

Masters of Rehabilitation Counseling (MRC)
Vocational Return To Work Counselor (VRTWC)
Vocational Rehabilitation Counselor (VRC)
Clinical Rehabilitation Counselor (CRC)

APPENDIX A**Activities of Daily Living**

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG PERIOD OF TIME	UNABLE TO DO
SELF-CARE, PERSONAL HYGIENE			X		
Comb your hair		X			
Wash and dry yourself		X			
Dress yourself including shoes		X			
Light Housework cleaning, laundry			X		
Heavy Housework vacuuming, sweeping, mopping			X		
Cooking		X			
Yard Work			X		
Other Housework: Describe:					
TRAVEL					
Driving a car			X	Have to break within an hour	
Get in and out of cars			X		
Opening and Closing Car Door		X			
VISION	X				

Watch Television (with glasses on)	X				
Read a Book			X		
Seeing up close			X		
Seeing things far – with glasses			X		
SLEEP			X		
Sleep at Night			X		
Nap During the Day					

Subjective Physical Tolerance

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
What, if anything makes sitting more comfortably?					
Sit			X		
Stand			X		
Walk on a Flat Surface			X		
Walk on an Incline			X		
Walk on a Decline			X		
Is it easier to walk up or down an incline?					
Crouching			X		

Bending			X		
Stooping			X		
Crawling					
Kneeling			X		
Maintaining Balance					
Do you require a device to maintain your balance? Describe:					
Walking up 1 flight of 10 steps			X		
Walking Down 1 flight of 10 steps		X			
Is it easier to walk up or down a flight of 10 steps?		X			
Forward flexion of neck			X		
Twisting of neck left or right			X		
Is your Dominant Hand: LEFT			X		
Reach above shoulder level with Left Arm			X		
Reaching at shoulder level with left Arm			X		
Reach below shoulder level with Left Arm			X		
Push/Pull light objects			X		
Gripping a glass of water		X			

Carrying a gallon of milk with one or both hands- (Left hand)			x		
Lift more than 5 lbs.			X		
Lift more than 10 lbs.					
Lift more than 20 lbs.					
Lift more than 50 lbs.					
Fine finger manipulation (turning screws/bolts, using a cell phone or texting)			X		
Simple grasping			X		
Firm Grasping					
Typing		X			
Writing					

Feel what you touch				x	
Smell the food you eat				x	
Taste the food you eat				x	
Talking/Speak clearly				x	
Hearing from LEFT ear	x				
Hearing from RIGHT ear	x				

APPENDIX B

VOCATIONAL TESTING

Raven Standard Progressive Matrices (Raven)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. Problem solving The Raven very fundamental cognitive performance which is relatively uninfluenced by cultural influences The Raven is a pattern recognition test

For practical purposes, it is convenient to consider certain percentages of the population and to group people's scores accordingly in the way, it is possible to classify a person according to the score they obtained as:

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same group.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that group.

I used the table as found in Henry R. Burke's article, *Raven Progressive Matrices* (1938) to interpret Ms. Sanchez assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. There included a group of five hundred and fifty (550) veterans in psychiatric screening. Burke also studied veterans receiving screenings from 1973 through 1978, the number of participants was two thousand four hundred and sixteen (2416).

Burke (1972) published a set of American norms on the untimed routine administration of the Raven Progressive Matrices (1938) to five hundred and sixty-seven (567) male black and white East Orange Veteran's administration hospital patients who had been referred (1964-1772) for vocational counseling. These norms might be considered to have general applicability because veterans roughly represent a cross-section of the general male population, and true sex differences of the Raven have not been demonstrated reliably (Court & Kennedy, 1976). According to Burke, "From 1973 to 1978 the untimed use of the Rave matrices was continued routinely in the counseling Center, and it also was used in the routine post-admission test screening of black and white veteran patients from the Psychiatric Service."

CAPS

Career Ability Placement Survey (CAPS)

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. Their ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. Their ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. Their ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. Their ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. Their ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. There is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. Their ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. Their ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. Their data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test, the 1222 considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of others in fields of personal service, social and health related service, and protection and transportation.

COPSystem

Name: **Debra Sanchez**

Interests (COPS)

Accessible COPS Interest Inventory Information

Your interest scores on the COPS are reported in terms of 14 copsystem career clusters. A raw score is listed with a percentile score for each career cluster. The percentile score is your approximate position on each scale as compared to other people at your education level that have taken the COPS. If your percentile score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others.

Accessible COPS Interest Inventory Results

Career Cluster	Raw Score	Percentile Score
Science Professional	10	47
Science Skilled	17	73
Technology Professional	2	15
Technology Skilled	0	4
Consumer Economics	0	3
Outdoor	1	9
Business Professional	18	82
Business Skilled	6	30
Clerical	20	77
Communication	15	73
Arts Professional	7	33
Arts Skilled	11	31
Service Professional	13	33
Service Skilled	6	22

Your Highest Career Groups on the COPS are:

Business Professional; Clerical; Communication;

COPS Interest Inventory Information

The following results are for sighted individuals.

Your interest profile is plotted below. A percentile number is printed inside the bars. Each number shows your approximate position on each scale as compared to other people at your educational level who have taken the COPS. If your score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others.

Your Highest Career Groups on the COPS are:

Business Professional; Clerical; Communication;

Abilities (CAPS)

Accessible CAPS Career Profile Information

The CAPS Career Profile compares your ability scores to the 14 copsystem career clusters. You will hear the name of each career cluster followed by a cutoff score and your score. You receive a plus if your score is above the cutoff score. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the scores with pluses that are the farthest above the cutoff score. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may not have pluses. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills.

Accessible CAPS Career Profile Results

Career Cluster	Cutoff Score	Your Score	Plus
Science Professional	52	4	false
Science Skilled	30	22	false
Technology Professional	40	13	false
Technology Skilled	8	38	true
Consumer Economics	8	22	true
Outdoor	4	38	true
Business Professional	40	7	false
Business Skilled	20	9	false
Clerical	30	25	false
Communication	40	4	false
Arts Professional	40	26	false
Arts Skilled	30	18	false
Service Professional	40	14	false
Service Skilled	4	11	true

CAPS Career Profile Information

The following is for sighted individuals.

Your score is marked with a plus if it is in the solid green portion or at the upper edge of the lightest shaded portion of each career cluster. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the distance of your scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may appear in the darker green portion of the Career Profile. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills. Your COPSsystem Comprehensive Career Guide will help you in these choices.

Accessible CAPS Ability Profile Information

The CAPS Ability Profile lists your scores in each individual CAPS tests. You will hear a list of each test followed by your score. Values range from one to nine. This score relates your abilities as compared to others at your educational level. If your score is 5 or near the 50th percentile, about half of another fall below you. The higher your score, the greater your ability.

Accessible CAPS Ability Profile Results

Ability	Your Score
Mechanical Reasoning	3
Spatial Relations	3
Verbal Reasoning	2
Numerical Ability	5
Language Usage	2
Word Knowledge	4
Perceptual Speed and Accuracy	1
Manual Speed and Dexterity	7

CAPS Ability Profile Information

Your scores are represented by a bar that shows your abilities compared to others at your educational level. If your score is near 50, about half (50%) of others fall below you. The higher your score, the greater your ability. See your COPSsystem Comprehensive Career Guide for a further description of your results

Work Values (COPES)

Accessible COPES Work Values Information

The COPES results compare your work values scores to others who have taken the COPES. Each work value scale consists of two pairs, one of which is more important to you. Your scores are listed according to the value that is more important to you. Your three most extreme scores are listed at the end of the COPES results. These three highest values areas are related to the 14 copsystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Accepting than Investigative.
- You are more toward Carefree than Practical.
- You are more toward Conformity than Independence.
- You are more toward Supportive than Leadership.
- You are more toward Orderliness than Flexibility.
- You are more toward Privacy than Recognition.
- You are more toward Realistic than Aesthetic.
- You are more toward Reserved than Social.

COPES Work Values Information

Your scores are represented by a bar that shows your work values as compared to others who have taken the COPES. Scores to the left of the center show a preference for values listed on the left of your profile. Scores to the right of the center show a preference for values listed on the right of your profile. The closer a score is to either end of the profile, the more important that work value probably is to you. Your three most important scores are marked with a darker bar. If your score on one of the scales falls at or close to the center, you are moderately concerned with that work value. Select the 'Read More' button for a description of these values.

Needs Assessment Summary

You indicated that you are interested in an occupational training course.

You have indicated that you need additional help in the following areas:

Academics

- interpersonal skills

Job Skills

- None of the above.

Planning Skills

- None of the above.

Summary

Those career groups below where your interests, abilities, and values match are marked in gold and show you the clusters you may wish to explore. First consider those clusters where your interests, abilities, and values are high and all three are gold. Next, consider those groups where you have silver icons where interests and values or where interests and abilities match. The bronze icons indicate one match either for interest, abilities, or values in a particular cluster. Your COPSsystem Comprehensive Career Guide will help you in your career exploration.

OCCUPATIONAL REQUIREMENTS

DOT Code: 222.587-026 Laboratory Clerk

Specific Vocational Preparation (SVP)

Level 3:(Between 1 month and 3 months)

Semi-Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 3:

Apply commonsense understanding to carry out instructions furnished in written, oral or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development - level 2:

Add, subtract, multiply and divide all units of measure. Perform the four operations with like or common decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language Development - level 2:

Reading: Passive vocabulary of 5,000-6,000 words. Read 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, pronunciation and spelling. Read instructions to assemble model cars and airplanes.

Writing: Write compound and complex sentences, using proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variation in word order, using present, perfect and future tenses.

Physical Requirements

Strength: Light Work

Lifting, Carrying, Pushing, Pulling 20 Lbs. occasionally, frequently up to 10 Lbs., or negligible amount constantly. Can include walking and or standing frequently even though weight is negligible. Can include pushing and or pulling of arm and or leg controls.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Occasionally

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Near Acuity: Occasionally

Clarity of vision at 20 inches or less.

Environmental Conditions

Noise Intensity Level: Quiet

Such as a library; art museum; funeral home.

Work Situations (Temperaments)

R Performing repetitive or short-cycle work.

Work situations were performing a few routine and uninvolved tasks over and over again according to set procedures, sequence, or pace with little opportunity for diversion or interruption. Interaction with people is included when it is routine, continual or prescribed.

DOT Aptitudes

General Learning Ability Level 3 (Average, Middle Third)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 3 (Average, Middle Third)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 3 (Average, Middle Third)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 5 (Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 5 (Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 5 - Copying

Transcribing, entering, or posting data.

People: 8 - Taking Instructions - Helping

Attending to the work assignment instructions or orders of supervisor.

Things: 7 - Handling

Using body members, hand tools, or special devices to work, move or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

Work Fields

Stock Checking 221

Receiving, storing, issuing, requisitioning, and accounting for, stores of materials and materials in use; involves physical handling of the materials. Includes processing records and keeping materials on hand in balance with operational needs; assigning locations and space to items according to size, quantity, and type; verifying quantity, identification, condition, and value of items, such as binning, picking, stacking, and counting; receiving, checking, and delivering items; verifying completeness of incoming and outgoing shipments; preparing and otherwise committing stocks for shipment; keeping and conducting inventory of merchandise, materials, stocks, and supplies; filling orders and requisitions; and issuing tools, equipment, and materials.

Inspecting-Measuring-Testing 212

Examining materials and products to verify conformance to predetermined standards and characteristics, such as size, weight, composition, and color.

DOT Code: 209.562-010 General Clerk

Specific Vocational Preparation (SVP)

Level 3:(Between 1 month and 3 months)

Semi-Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 3:

Apply commonsense understanding to carry out instructions furnished in written, oral or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development - level 2:

Add, subtract, multiply and divide all units of measure. Perform the four operations with like or common decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language Development - level 3:

Reading: Read a variety of novels, magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment, and methods and procedures in mechanical drawing and layout work.

Writing: Write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech.

Speaking: Speak before audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Physical Requirements

Strength: Light Work

Lifting, Carrying, Pushing, Pulling 20 Lbs. occasionally, frequently up to 10 Lbs., or negligible amount constantly. Can include walking and or standing frequently even though weight is negligible. Can include pushing and or pulling of arm and or leg controls.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Frequently

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Occasionally

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Occasionally

Perceiving the nature of sounds by ear.

Near Acuity: Frequently

Clarity of vision at 20 inches or less.

Accommodation: Occasionally

Adjustment of lens of eye to bring an object into sharp focus. This factor is required when doing near point work at varying distances from the eye.

Environmental Conditions

Noise Intensity Level: Moderate

Such as a business office; department store; grocery store; light traffic.

Work Situations (Temperaments)

T Attaining precise set limits, tolerances, and standards.

Work situations that involve adhering to and achieving exact levels of performance, using precision measuring instruments, tools, and machines to attain precise dimensions. Preparing exact verbal and numerical records. Complying with precise instruments and specifications for materials, methods, procedures, and techniques to attain specified standards.

DOT Aptitudes

General Learning Ability Level 3 (Average, Middle Third)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 3 (Average, Middle Third)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 3 (Average, Middle Third)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 3 (Average, Middle Third)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 5 (Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 5 (Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 5 - Copying

Transcribing, entering, or posting data.

People: 6 - Speaking-Signaling

Talking with or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

Things: 2 - Operating-Controlling

Starting, stopping, controlling, and adjusting the progress of machines or equipment.

Work Fields

Verbal Recording-Record Keeping 231

Preparing, keeping, sorting, and distributing records and communications, primarily verbal in character but including symbol devices, to communicate and systematize information and data.

APPENDIX C

OASYS



Report produced from SkillTRAN Online Services - by SkillTRAN LLC - www.skilltran.com

ID: 11924493

Name: Debra Sanchez

CLIENT DATA

Debra Sanchez
6025 Clara Street
Bell Gardens, CA 90201

Labor Market Area

Commuting Range: 35 miles from Zip Code 90201
County: LOS ANGELES

WORK HISTORY

DOT Code	DOT Title	Strength	SVP	Years	Months	CWF
222.587-026	Laboratory Clerk	L	3	10	0	n
209.562-010	Clerk, General	L	3	10	0	n

DOT Code: 222.587-026 Laboratory Clerk

Occupational Requirements

Specific Vocational Preparation (SVP)

Level 3 (30-90 days)

GED	Level
Reasoning	Level 3
Mathematics	Level 2
Language	Level 2

Aptitudes	Level
General Learning Ability	Level 3
Verbal Aptitude	Level 3
Numerical Aptitude	Level 3
Spatial Aptitude	Level 4
Form Perception	Level 4
Clerical Perception	Level 3
Motor Coordination	Level 4
Finger Dexterity	Level 4
Manual Dexterity	Level 4
Eye-Hand-Foot Coordination	Level 5
Color Discrimination	Level 5

Physical Demands	Level *
Strength	Light
Reaching	Frequently
Handling	Frequently
Fingering	Occasionally
Near Acuity	Occasionally

Environmental Conditions	Level *
Noise Intensity Level	Quiet

Work Situations

R Performing Repetitive or short-cycle work

Data-People-Things

Data	5 - Copying
People	8 - Taking Instructions - Helping
Things	7 - Handling

DOT Code: 209.562-010 Clerk, General

Occupational Requirements

Specific Vocational Preparation (SVP)

Level 3 (30-90 days)

GED	Level
Reasoning	Level 3
Mathematics	Level 2
Language	Level 3

Aptitudes	Level
General Learning Ability	Level 3
Verbal Aptitude	Level 3
Numerical Aptitude	Level 3
Spatial Aptitude	Level 4
Form Perception	Level 4
Clerical Perception	Level 3
Motor Coordination	Level 4
Finger Dexterity	Level 3
Manual Dexterity	Level 4

Eye-Hand-Foot Coordination Level 5
Color Discrimination Level 5

Physical Demands Level *

Strength Light
Reaching Frequently
Handling Frequently
Fingering Frequently
Talking Occasionally
Hearing Occasionally
Near Acuity Frequently
Accommodation Occasionally

Environmental Conditions Level *

Noise Intensity Level Moderate

Work Situations

T Attaining precise set limits, Tolerances, and standards

Data-People-Things

Data 5 - Copying
People 6 - Speaking-Signaling
Things 2 - Operating-Controlling

ABILITY PROFILE

Strength

	From Work History	Adjusted Ability
Maximum	L (Light)	S (Sedentary) - L (Light)

Physical Demands

	From Work History	Adjusted Ability
Posture		
CL - Climbing	Never	Never
BA - Balancing	Never	Never
ST - Stoop/Bending	Never	Never
KN - Kneeling	Never	Never
CR - Crouching	Never	Never
CW - Crawling	Never	Never
Manipulation		
RE - Reaching	Frequent	Never - Occasional
HA - Handling	Frequent	Never - Occasional
FI - Fingering	Frequent	Never - Occasional
Tactile/Communication		
FE - Feeling	Never	Never
TA - Talking	Occasional	Never - Frequent
HE - Hearing	Occasional	Never - Frequent
TS - Tasting/Smelling	Never	Never
Vision		
NE - Near Acuity	Frequent	Never - Frequent
FA - Far Acuity	Never	Never
DE - Depth Perception	Never	Never
AC - Accommodation	Occasional	Never
CV - Color Vision	Never	Never
FV - Field of Vision	Never	Never

Environmental Conditions

	From Work History	Adjusted Ability
Exposure to Work Settings		
WE - Exposure to Weather	Never	Never
CO - Extreme Cold (non-weather)	Never	Never
HO - Extreme Heat (non-weather)	Never	Never
WT - Wet and/or Humid (non-weather)	Never	Never
NO - Noise Intensity	Moderate	Very Quiet - Moderate
VI - Vibration	Never	Never
AT - Atmospheric Conditions (Fumes, dust, odors)	Never	Never
Hazardous Conditions		
MV - Proximity to Moving Mechanical Parts	Never	Never
EL - Exposure to Electrical Shock	Never	Never
HI - Working in High Exposed Places	Never	Never
RA - Exposure to Radiation	Never	Never
EX - Working with Explosives	Never	Never
TX - Exposure to Toxic or Caustic Chemicals	Never	Never

OT - Other Environmental Conditions	Never	Never
-------------------------------------	-------	-------

General Education Development

	From Work History	Adjusted Ability
R - Reasoning	3 (Grade 7-8)	1 (Grade 1-3) - 5 (Scientific)
M - Math	2 (Grade 4-6)	1 (Grade 1-3) - 3 (Grade 7-8)
L - Language	3 (Grade 7-8)	1 (Grade 1-3) - 5 (College)

Specific Vocational Preparation

	From Work History	Adjusted Ability
SVP	3 (30 Days to 3 Months)	1 (Short Demo Only) - 7 (2-4 Years (BA/BS))

Aptitudes

	From Work History	Adjusted Ability
Cognition		
G - General Learning Ability	3 (Average)	4 (Below Average) - 2 (Above Average)
V - Verbal	3 (Average)	5 (Minimal/No Ability) - 2 (Above Average)
N - Numerical	3 (Average)	5 (Minimal/No Ability) - 4 (Below Average)
Perception		
S - Spatial Perception	4 (Below Average)	5 (Minimal/No Ability) - 4 (Below Average)
P - Form Perception	4 (Below Average)	5 (Minimal/No Ability) - 4 (Below Average)
Q - Clerical Perception	3 (Average)	5 (Minimal/No Ability) - 3 (Average)
C - Color Discrimination	5 (Minimal/No Ability)	5 (Minimal/No Ability)
Dexterity		
K - Motor Coordination	4 (Below Average)	5 (Minimal/No Ability) - 4 (Below Average)
F - Finger Dexterity	3 (Average)	5 (Minimal/No Ability) - 4 (Below Average)
M - Manual Dexterity	4 (Below Average)	5 (Minimal/No Ability) - 4 (Below Average)
E - Eye-Hand-Foot Coordination	5 (Minimal/No Ability)	5 (Minimal/No Ability)

Work Situations / Temperaments

	From Work History	Adjusted Ability
People Situations		
D - Directing, Controlling, Planning		
I - Influencing Opinions, Attitudes, Judgments		

E - Expressing Personal Feelings		
A - Working Alone or Apart from Others		
U - Working Under Specific Instructions		
P - Dealing with People		
Performance Situations		
R - Repetitive or Short Cycle Work	In Work History	
V - Variety of Work Activities		
S - Performing Effectively Under Stress		
T - Attaining Precise Set Limits, Tolerances, and Standards	In Work History	
J - Making Judgments and Decisions		

Worker Functions Demonstrated

D - Data	P - People	T - Things
5 - Copying	6 - Speaking-Signaling	2 - Operating-Controlling
	8 - Taking Instructions/Helping	7 - Handling

Worker Functions Excluded

D - Data	P - People	T - Things
----------	------------	------------

Worker Functions Included in the Occupational Search

D - Data	P - People	T - Things
0 - Synthesizing	0 - Mentoring	0 - Setting Up
1 - Coordinating	1 - Negotiating	1 - Precision Working
2 - Analyzing	2 - Instructing	2 - Operating-Controlling
3 - Compiling	3 - Supervising	3 - Driving-Operating
4 - Computing	4 - Diverting	4 - Manipulating
5 - Copying	5 - Persuading	5 - Tending
6 - Comparing	6 - Speaking-Signaling	6 - Feeding/Off bearing
	7 - Serving	7 - Handling
	8 - Taking Instructions/Helping	

OGA Code	Occupational Group Arrangement (OGA)
222	Shipping, Receiving, Stock, and Related Clerical
209	Stenography, Typing, Filing, and Related, NEC

SOC Code	Standard Occupational Classification (SOC)
43-9061	Office Clerks, General

GOE Code	Guide for Occupational Exploration (GOE)
05.09.01	SHIPPING, RECEIVING, AND STOCK CHECKING
07.07.03	GENERAL CLERICAL WORK

DIC Code	DOT Industry Classification Designation (DIC)
249	CLERICAL AND KINDRED OCCUPATIONS

SPECIAL NOTES

- For search purposes, unadjusted physical and environmental conditions are assumed to be unlimited and are therefore excluded in searches.
- Average Aptitudes assume a minimum middle third of the scales. No superior or above average values are reduced.
- Completion of regular High School assumes minimum of GED - RML = 333 and minimum average aptitudes.
- Lack of experience, unwillingness, or inability to supervise others excludes occupations from searches with a DPT - People Code = Supervising.

SKILL TRANSFER COMPONENTS

Work Fields

Code	Title	SVP
212	Inspecting-Measuring-Testing	3
221	Stock Checking	3
231	Verbal Recording-Record Keeping	3

Components of Combination Work Fields

Code	Title	SVP
None		

MPSMS

Code	Title	SVP
891	Clerical Services, except Bookkeeping	3

DATA SOURCES

Source	Publication	Year	Web Link
U.S. Dept. of Labor	Revised 4th Edition of the Dictionary of Occupational Titles	1991	
U.S. Dept. of Labor	Errata corrections and subsequent	1992-1998	www.skilltran.com/index.php/support-area/documentation/161-dot-changes

	revisions to the DOT		
U.S. Dept. of Labor	Revised Handbook for Analyzing Jobs	1991	www.skilltran.com/index.php/support-area/documentation/1991rhaj
U.S. Dept. of Labor	Selected Characteristics of Occupations (SCO)	1993	
U.S. Dept. of Labor	Guide for Occupational Exploration (GOE)	1979	Guide for Occupational Exploration
U.S. Dept. of Labor - Bureau of Labor Statistics	Standard Occupational Classification (SOC)	2010/2018	Standard Occupational Classification
U.S. Dept. of Labor - Bureau of Labor Statistics	Occupational Employment and Wages Survey (OEWS)	May 2020	Occupational Employment and Wages Survey
U.S. Dept. of Labor - Employment and Training Administration	O*NET Online (O*NET)	Current	O*NET Online
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - National	Sept 2020 for 2019 -- > 2029	Employment Projections
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - State/SubState	Various	Employment Projections - State/SubState and various state-specific projections sites
U.S. Dept. of Labor	Labor Force Statistics from the Current Population Survey (CPS)	Current	Current Population Survey
U.S. Dept. of Education - Institute of Education Sciences - National Center for Education Statistics	College Navigator	Current	College Navigator

U.S. Dept. of Labor	Occupational Outlook Handbook (OOH)	Current	Occupational Outlook Handbook
U.S. Dept. of Labor	Current Employment Statistics (CES)	Current	Current Employment Statistics
U.S. Dept. of Labor	Occupational Requirements Survey (ORS)	2018, 2020	ORS Survey
U.S. Dept. of Census	County Business Patterns (CBP)	2019	County Business Patterns - Documentation
U.S. Dept. of Census	North American Industry Classification System (NAICS)	2017	North American Industry Classification System
U.S. Dept. of Census	Public Use Microdata sample (PUMS)	2015-2019	American Community Survey (ACS)
SkillTRAN LLC	Various Alternate Titles Contributed by SkillTRAN Staff and Customers	1982-present	SkillTRAN Data Resources
SkillTRAN LLC	Proprietary Crosswalk between NAICS and DOT	1985-present	SkillTRAN Data Resources