**Local Partnership Agreement – North Santa Barbara County**

In Support of the CA Competitive Integrated Employment Blueprint for Change

 **Effective: January 1, 2022**

# **Intent/Purpose**

The core and community partners are committed to listening directly to job seekers and family members to learn about employment challenges, making unified recommendations for high-level change, and enhancing access to community employment selected by the job seeker. The partners are committed to sharing information about services and supports available to help individuals with disabilities prepare for employment, find jobs and advance in the workforce.

# **Identification of Core Partners**

The core partners are agencies that follow specific state and federal laws that guide how they support individuals with disabilities.

**Core Partners:**

Department of Rehabilitation Santa Barbara District

Santa Maria Branch

Tri-Counties Regional Center

Santa Maria Office

Local Education Agencies

Santa Barbara County Special Education Local Plan Area

Northern Santa Barbara County Adult Education Consortium

Santa Maria Joint Union High School District

 Business Partners

Employment Development Department

America’s Job Center of California – Santa Maria Workforce Resource Center

Santa Maria Chamber of Commerce

# **Identification of Community Partners**

Community partners are local agencies that play a critical role in supporting individuals with disabilities in their pathways to employment. In collaboration with the core partners, community partners may share resources, support interagency coordination and educate or cross-train staff.

**Community Partners:**

Advocacy & Support

American Indian Health & Services

California Rural Legal Assistance

Autism Society Santa Barbara County

Candelaria American Indian Council

Disability Rights California (Office of Clients Rights and Advocacy)

Independent Living Resource Center

State Council on Developmental Disabilities

 Tri-County GLAD

 Las Promatoras

 Family Resource Centers

 Central Coast Autism Center

 Peer Advocates

 Court Appointed Special Advocates

Basic Needs

211

Area Housing Authorities

Food Bank

CHANCE Housing

Unity Shoppe

Catholic Charities

Community Action Commission

Good Samaritan

Catholic Charities

Housing Authority

Tri-Counties Housing Commission

Benefits Planning

Social Security Administration

Independent Living Resource Center

 Educational Institutions (secondary)

 Continuation Schools

 Non-public Schools

 Home Schooling

 Community Education Centers (CEC)

Employment and Vocational Service Providers

24 HR HomeCare

Vocational Training Center

Achievement House

Devereux

Goodwill Industries of Ventura and Santa Barbara

PathPoint

The Arc of Santa Barbara County

 UCP/Work Inc.

Health and Medical Services

Santa Ynez Tribal Health Clinic

Behavioral Wellness

Santa Barbara County Public Health

Social, Emotional and Behavioral Support Providers

Transitions Mental Health Alliance

County of Santa Barbara Behavioral Wellness

TAY County of Santa Barbara Behavioral Wellness

Santa Barbara County Social Services

CALM

Family Service Agency

Casa Pacifica

CenCal – Holman Group

Mayor’s Foster Support Agencies)

Foster Grandparents / Senior Companions

Supported and Independent Living Services

PathPoint

UCP/Work Inc.

Independent Living Resource Center

People Creating Success

Novelles

VTC

Transportation Services and Training

Metropolitan Transit District

R&D Transportation

Business and Workforce Development

 Business Development Center of Santa Maria

Kiwanas, Rotary, Lions, Community Service Clubs

Women’s Economic Ventures

# **Roles and Responsibilities of Core Partner Agencies**

Each core partner agency utilizes an individualized person-centered approach to support individuals in achieving competitive integrated employment. This process occurs during the development of the Individualized Plan for Employment (IPE), the Individualized Program Plan (IPP), and the Individualized Educational Plan (IEP). Individuals may receive services from any or all core partner agencies solely or concurrently based on each agency’s assessment and eligibility processes.

Core partners in the Local Partnership Agreement (LPA) are committed to:

* Participating in each agency’s planning meetings, when invited, to best serve the needs of the individual;
* Collaborating to enhance school-to-work transition planning (including interagency attendance at planning meetings) and facilitation of the regional center funded Paid Internship Program;
* Identifying and implementing emerging, effective and exemplary practices specific to employment of individuals with intellectual and developmental disabilities.
* Streamlining referral processes to minimize duplication of services; and
* Optimizing partner resources.

A. Department of Rehabilitation Santa Barbara District

**1. Referral and Eligibility**

To be eligible for DOR services, an individual a) must have a physical or mental impairment that substantially impedes his or her ability to secure employment; b) must require DOR services to prepare for, secure, retain, or regain employment consistent with the applicant’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice; and c) must be able to benefit from DOR services in terms of a competitive, integrated employment outcome. For students, this would mean that the student needs to be of an age when he or she can obtain a work permit (usually 15 years old or older.)

There are three requirements that comprise the DOR application process:

1. Request DOR services in one of the following ways:
	1. Contact the local DOR office in your area. Complete and sign form DR 222 – Vocational Rehabilitation Services Application; or
	2. Apply for services online at the DOR website: www.dor.ca.gov or print an application from the DOR website and mail the completed form DR 222 – Vocational Rehabilitation Services Application to your local DOR office.
	3. Service Coordinator from TCRC would send referral packet including DR1968 to expedite eligibility and plan development.
2. Provide DOR with necessary information to begin an assessment to determine eligibility and priority for services.
3. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of skills and capabilities, and completing any actions by the consumer that are needed for this process to conclude.

In the Eligibility process, the consumer and DOR counselor will:

1. Obtain and review medical and other information to determine how the consumer’s disability or combination of disabilities affect his or her ability to work; and
2. Determine how DOR services can help the consumer to establish and maintain employment.

Once DOR receives complete information about the consumer’s disability, the counselor will make a determination of eligibility for DOR services and will notify the consumer in writing. The timeline for determining eligibility is 60 days from application but may be extended if needed information is not received or is incomplete and the counselor and consumer agree to a new date for the eligibility decision to be made.

**2. Planning**

The Individualized Plan for Employment (IPE) process: The IPE is a term used by DOR to refer to the contract between the consumer and DOR. It consists of identifying the consumer’s specific job goal and the services and supports DOR has agreed to provide to assist the consumer to meet this job goal. It lists the specific action steps the consumer and counselor will take to train for or obtain employment, timelines for step completion, and measurement of success for completion of the IPE.

The IPE is developed in collaboration with the consumer, the DOR counselor, and other stakeholders who may assist in achieving the employment goal. It takes into consideration the information gathered during the eligibility and assessment process and highlights the consumer’s unique strengths, abilities, interests, concerns, and informed choice. For students in Secondary Education who are consumers of DOR, the IPE should be developed prior to completing school. The timeline for developing the IPE is usually within 90 days after eligibility has been determined.

**3. Employment Programs and Services**

SUPPORTED EMPLOYMENT (SE) – These services, usually provided in collaboration with the local Regional Center, are designed to offer additional support over an extended time to achieve CIE outcomes. Typically it involves exploration of individual interest and abilities, job placement, and intensive job coaching at the place of employment to assist the individual to learn and master essential job duties. Funding for these additional supports is initially provided by DOR and transitioned to TCRC for continuing extended support.

At any time individuals may contact DOR directly to request supported employment services. Typically the Regional Center service coordinator will contact the DOR Supported Employment Counselor with referral information, prepared after the consumer has stated that he or she would like to obtain employment and is nearing exit from the secondary education system. Referral information includes copies of the most recent IEP, IPP, information about functional capacities, any work experience or exploration activities done to date, and any other helpful information for vocational planning.

ON-THE-JOB TRAINING (OJT) – This is a work incentive in the form of a stipend paid to an employer to provide on-the-job training. Job coaching may also be provided in conjunction with an OJT, when appropriate, to support stabilization of employment.

APPRENTICESHIPS AND INTERNSHIPS – These assist consumers in seeking and obtaining valuable hands-on training from existing apprenticeship or internship opportunities. Job coaching may be provided as a support.

EMPLOYMENT PREPARATION – This service provides guidance in job seeking skills such as resume development, interview skills and soft skills involved in job search.

JOB PLACEMENT AND RETENTION – This service provides assistance with seeking and obtaining employment matching the individual’s interests and abilities. Retention is follow-up to ensure job stabilization and continued employment. The Department may also purchase items and services deemed necessary to support individuals’ placements such as clothing for interviews, tools needed for a specific job, public transportation, licensing, fees and union dues, etc.

ASSISTIVE TECHNOLOGY (AT) – Any equipment or devices that may assist a DOR consumer in performance of their essential job duties. This typically includes technology assessment and training on items that may be customized or off-the-shelf.

POST-SECONDARY EDUCATION AND VOCATIONAL TRAINING – Support may include assisting individuals with their post-secondary and vocational training endeavors as needed to achieve their identified employment goals. When needed, this may include tuition, books, supplies, tutoring and other support services as identified in the Individual Plan for Employment.

DOR STUDENT SERVICES – Secondary and post-secondary students ages 16-21 with an IEP, 504, or considered to have a disabling condition may be referred for DOR Student Services. Student Services offered are: job exploration counseling, work-based learning experience, post-secondary education counseling, workplace readiness training and self-advocacy. Student Services may be requested by staff, parents or self-referral using the DR203 Student Services Request form.

WORKFORCE DEVELOPMENT—The DOR works closely with the Santa Barbara Workforce Development Board to implement services funded through the Workforce Innovation and Opportunities Act (WIOA).

B. Tri-Counties Regional Center

1. **Referral and Eligibility**

Regional Center services are available to an individual with a developmental disability that begins before the person’s 18th birthday, is expected to continue indefinitely and presents a substantial disability as defined in Section 4512 of the California Welfare and Institutions Code. Eligibility is established through diagnosis and assessment performed by regional center staff.

WIC 4512 (a) “Developmental disability” means a disability that originates before an individual attains 18 years of age; continues, or can be expected to continue, indefinitely; and constitutes a substantial disability for that individual. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, this term shall include intellectual disability, cerebral palsy, epilepsy, and autism. This term shall also include disabling conditions found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability but shall not include other handicapping conditions that are solely physical in nature.

**2. Planning**

The person-centered Individual Program Plan (IPP) assists persons with developmental disabilities and their families to build their capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others.

As part of the process, this team assists the individual in developing a plan that includes individual preferences for a place to live, people with whom to socialize and types of daily activities, including jobs. This plan, called a preferred future, is based on the individual’s strengths, capabilities, preferences, lifestyle and cultural background.

The Planning Team, which includes and is directed by the individual, identifies what needs to be done, by whom, when, and how the individual is to work toward the preferred future. The document known as the Individual Program Plan (IPP) is a record of the agreements made by the planning team.

**3. Employment Programs and Services**

PAID INTERNSHIP PROGRAM (PIP) - A Paid Internship Program (PIP) is available to job seekers and students 18 years of age and older served by Tri-Counties Regional Center who want to work full or part-time, become self-employed, start a small business or develop skills as an apprentice. The program funds up to $10,400 per internship for wages and employer costs. The intent of the program is to increase opportunities for Competitive Integrated Employment (CIE).

COMPETITIVE INTEGRATED EMPLOYMENT (CIE) - Competitive Integrated Employment (CIE) is not a service, but the preferred outcome for all employment services. TCRC offers support to obtain and maintain CIE for individuals who have completed secondary school services and are no longer eligible for services under the Individuals with Disabilities Education Act (IDEA) or for students who have successfully transitioned from the Department of Rehabilitation.

MICRO-ENTERPRISE AND BUSINESS SUPPORT - TCRC offers interest free loans of up to $1000 for individuals who need start-up funds for small businesses. These services are available to individuals who have a goal of starting their own small business and have an approved business plan. Loan applications are completed by TCRC Service Coordinators after the planning team agrees that a micro-enterprise loan will help the individual reach his or her employment goal.

INDIVIDUAL SUPPORTED EMPLOYMENT (ISE) - TCRC’s Individual Supported Employment (ISE) services are designed to assist job seekers in preparing for, obtaining and maintaining CIE. Supports may include a process of discovering an individual’s strengths, talents and interests; person centered planning for employment; business planning and micro-enterprise support; training in soft skills (e.g. workplace communication, professionalism and attitude, teamwork and problem solving), transportation, employment preparation, and job-specific skills; paid work experience and internships; job development and placement; and job coaching or on-the-job training and support. These services are available to individuals who have completed secondary school services and are no longer eligible for services under the IDEA or for students who have successfully transitioned from the Department of Rehabilitation.

BRAIDED DAY SERVICES - Braided Day Services are creative vocational day service opportunities for people who may have unique needs and challenges which necessitate individualized and flexible schedules. This enables staff to support them in a way that honors and nurtures individual skills and talents which will lead to CIE. The program focuses on pre-employment skills training, soft skills training, and community integration including paid and volunteer positions within the community with the end goal of securing long-term competitive employment. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.

GROUP SUPPORTED EMPLOYMENT (GSE) - Group Supported Employment (GSE) is not intended to be a permanent employment option for individuals with intellectual and developmental disabilities, but rather a time-limited bridge to CIE. The goal of GSE is to provide work experience and employment preparation foundational services that will result in successful transition to individual employment in the community. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.

COMMUNITY INTEGRATION TRAINING PROGRAM (CITP) - Community Integration Training Programs (CITPs) typically provide support that is focused on enabling individuals to attain or maintain maximum ability and may be coordinated with other services. CITPs that provide employment services offer alternatives to traditional day programs and allow flexibility to create new programs that meet individualized or newly identified needs for employment services and support. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.

EMPLOYMENT SITE FACILITATION (ESF) SERVICES – ESF services provide increased access to Paid Internship Program (PIP) opportunities through person-centered planning and development of internship sites. This service will include and involve the individual served at all times during the provision of the service. This service is available to individuals who are not receiving DOR job development services.

C. LOVARC – Life Options, Vocational and Resource Center

1. **Referral and Eligibility**

TCRC – Dept of Rehabilitation – eligible individuals age 18+ who have I/DD and are eligible for Regional Center services. Referrals are driven by planning team process and the assigned TCRC Service Coordinator is responsible for coordinating supports.

1. **Planning**

Communication with individual and other stakeholders (family, referring agency staff, etc.) via the planning team process. LOVARC is responsible for working with individuals and developing vocational goals. As part of the planning team process LOVARC and TCRC identify vocational needs and needed services.

1. **Employment Programs and Services**

Individual and Group Supported Employment with an emphasis in Food Service environment.

D. NCI Affiliates, Inc.

1. **Referral and Eligibility**

Individual are referred to us by both Department of Rehabilitation and Regional Center for services. Individuals over the age of 16 for Student Services with an IEP or 504 will be accepted for Work Experience. All others must be at least 18 years of age, and with eligibility by either referring agency.

1. **Planning**

Upon intake, we sit as a team with the person and collect information about the person. We try to determine what their goals are, what they hope to accomplish and how our services can meet their needs. Then after 30 days we have a follow up planning review to discuss observations, areas of improvement.

1. **Employment Programs and Services**

Student Services Work Experience- Designed for students 16 and above with an IEP or 504 plan. Each work experience opportunity will allow 100 hours of work in up to 90 days.

Paid Internship Program/Employment Site Facilitation- ESF is designed to allow the job developer time to work with the individual in reaching out to employers and trying to find a site to complete a paid internship. The internship allows individuals an opportunity to learn skills and work towards being hired on in a competitive employment site.

Work Activity Program- Entry level work setting that helps teach the basics of working, following a schedule, following simple task, completing work that is easier to break down the components. This work is done in the facility and also has groups that participate in community settings to complete task.

Supported Employment Group- Works with a group of 3-8 individual at employment sites around the community providing services to contracts.

Supported Employment Individual Placement- Provides 1-1 job development for competitive employment and assist with job coaching supports as needed.

Employment Services- Provides 1-1 job development for competitive employment with short term funding and if needed will provide short term supports.

E. Achievement House, Inc

1. **Referral and Eligibility**

Individual are referred to us by both Department of Rehabilitation and Regional Center for services. Individuals over the age of 16 for Student Services with an IEP or 504 will be accepted for Work Experience. All others must be at least 18 years of age, and with eligibility by either referring agency.

1. **Planning**

Upon intake, we sit as a team with the person and collect information about the person. We try to determine what their goals are, what they hope to accomplish and how our services can meet their needs. Then after 30 days we have a follow up planning review to discuss observations, areas of improvement.

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Supported Employment Individual Placement- Provides 1-1 job development for competitive employment and assist with job coaching supports as needed.

Employment Services- Provides 1-1 job development for competitive employment with short term funding and if needed will provide short term supports.

F. Transitions-Mental Health Agency

1. **Referral and Eligibility**

People who are open with Behavioral Wellness and have a severe and persistent mental health issue.

1. **Planning**

We have a number of assessments we use to help people through the employment process. We have one on one meetings to listen to people and assisting them in gaining the employment of their choice.

1. **Employment Programs and Services**

We do assessments at various job sites. We will do work adjustments so people gain confidence in real world work experience. We do 1:1 job coaching. We have intensive 1:1 employment service to help people find get and keep a job.

G. VTC Enterprises

1. **Referral and Eligibility**

A funding agency and/or a potential client may contact a VTC Coordinator to inquire about services offered by VTC and to tour our facilities. The Coordinator will notify potential departments of interest of the tour so they may have staff available to assist with questions. The Admissions Manual will be provided to the client and family during the tour to be used as a reference of the various services offered by VTC. After the initial contact/tour, a VTC Coordinator will follow-up with the Funding Agency to confirm

if a referral packet will be submitted for review.

Referral Process

A referral (intake) packet for services also known as an admissions packet may be requested by either:

1. An applicant (either the client or family member) – instructions will be provided on how to apply for services; or

2. A funding agency (such as Tri-Counties Regional Center (TCRC), Department of Rehabilitation (DOR), Department of Mental Health, etc.).

1. **Planning**

Person-centered planning is an ongoing problem-solving, process-oriented approach to empowering people with disabilities. The focus is on the client and allowing them to define the direction for their lives, rather than on the systems that may or may not be available to serve them. The goal is to help the person obtain a greater sense of inclusion as a valued member of both community and society.

During the process of person-centered planning, a “toolbox” of methods and resources is developed to assist people with disabilities to choose their own paths to success; the team members simply help them to figure out where they want to go and how best to get there.

The PCP is developed based on the following:

• The client’s strengths, abilities, preferences, desired outcomes, and other issues as identified by the client.

• The client’s overall goals, specific measurable objectives, methods to be used to achieve the objectives, those responsible for implementation, how and when progress on objectives will be regularly reviewed.

• The plan addresses assistive technology and reasonable accommodations, potential risks to the client’s health or safety, identifying actions to be taken to minimize risks, and risk assessment results are documented in the plan.

1. **Employment Programs and Services**

VTC’s employment services can be generally categorized into four major service areas:

* The first is offered through the AbilityOne Program. The focus here is on providing persons with disabilities the opportunity for long-term employment with high pay and good benefits as a federal contractor employee. Individuals are encouraged to take on additional responsibilities and learn new skills to move up within the Program. Services are provided in a fully integrated environment. Persons with disabilities are working alongside and performing the same tasks as their co-workers who are not receiving employment services.
* The second is offered through the small businesses owned and operated by VTC. These are The A street Café, Spiffy Lawn Services, and Innovative Printing Solutions. As in the AbilityOne Program, individuals are encouraged to take on additional responsibilities and learn new skills to move up within the business, and there is a focus on providing individuals with disabilities opportunities for long-term employment. Services are provided in a fully integrated environment. Persons with disabilities are working alongside and performing the same tasks as their co-workers who are not receiving employment services.
* The third is offered through VTC’s direct placement and assessment service. This service is designed to assist persons with disabilities to get hired by other companies and organizations. This focus here is the provision of assessments to help individuals identify areas of strength and skill sets and use this information to seek out jobs with similar requirements to improve the likelihood of successful employment.

The fourth is offered through VTC’s Work Integration Service. This service is focused on helping individuals acquire the soft skills necessary to enter the job market. Although soft skills trainings are available within any of the four general employment services categories, this service focuses on individuals who have never worked or are re-entering the workforce after an extended absence. Individuals are employed at various businesses and organizations and tend to work less than 40 hours per week. Services are designed to be shorter in duration or tailored for those persons who have decided work is not their top priority.

H. Santa Maria Joint Union High School District

1. **Referral and Eligibility**

Students typically are already eligible when they come to high school, especially students in the moderate-severe program that I teach in. If students are not eligible than there is a process that is started either by a school staff or parent request for assessment for SpEd. That typically will trigger a Student Study Team process that involves all school members collecting data and current and past interventions which culminate in a SST meeting to see if there are any accommodations that the school can implement or if a more formal plan is needed. If there is a qualifying disability suspected the team may request a review of the case by special education staff. For students with moderate to severe disabilities this could be “accelerated” if there is an obvious significant disability and impairment that may bypass the SST process. Once a parent has agreed to an assessment plan for special education made by school staff the school will have 60 days to assess and report back to the team (including the parents and often the child) if the student meets SpEd qualifications. Often at this time the team will also create an Individualized education plan (IEP) that includes services, goals, accommodations/modifications, and an agreement for the provision of Free and Appropriate Public Education (FAPE). This plan is reviewed annually and every 3 years a student has to be re-assessed for SpEd eligibility.

1. **Planning**

Much of what I described in question 1 also pertains to this. Students and Families are integral to the assessment (and re-assessment) process. Besides review of past data and interventions families often complete scales or assessments that pertain to how well a student may function independently, their emotional regulation, etc. In creating each student IEP families are asked for their concerns or questions for the new IEP. Student progress on annual goals are shared during the meeting and conversations are often made on how such progress, addressing lack of progress, and how to create new goals that continue the offer of FAPE for each student over a series of 3 years. Additionally, when a student is (or will turn) 16 the IEP must include a plan for transition to post high school life, what is referred to as the Individual Transition Plan (the ITP). This plan must address real post high school goals for education/training, employment, and independent living. Such plans are made with input from the student and family (interviews, questionnaires, inventories, etc.) but must be made and written with the focus on what the student themselves want for post high school life. This plan also indicated services and activities to help the student achieve the 3 goal areas. In addition, this plan must include mention of any outside agency that may have a role to play and also a way to include them in the ITP itself either by actual participation, referral, or materials shared with the student and family.

1. **Employment Programs and Services**

In my classroom we (in the past prior to COVID) did volunteer at local non-profits and in the school cafeteria. Students who have the potential for employability often will spend 2 years with my program before transferring to the Transition Vocation Program classroom at Santa Maria High School (TVP Mod/Severe) for their remaining time in public education, typically from 20 to 22.

# **Pathways to Employment**

A. Student Transition Services

**Description:** Services for transitioning to employment give students with disabilities the opportunity to identify their employment goals and develop their individual career pathways. Each student’s success is supported through coordination of the goals and services outlined in each student’s person-centered plans. School plans are called Individual Education Programs (IEPs) and include Individual Transition Plans (ITPs), vocational rehabilitation plans are called Individual Plans for Employment (IPEs) and regional center plans are called Individual Program Plans (IPPs).

**Challenges:**

1. School case managers and IEP teams need access to comprehensive information about transition services available from disability service agencies.
2. Students exiting high school need information, skills and opportunities to make informed choices about employment.
3. Individuals with disabilities need enhanced access to Career and Technical Education (CTE) programs and community workforce development services.

B. Adult Services

**Description:** Adult services are designed to support many aspects of adult life, including employment, independent and supported living, financial planning, community involvement, education, transportation, healthcare and self-advocacy. All of these areas play a role in successfully obtaining and maintaining employment.

**Challenges:**

1. Job seekers need help understanding and accessing employment resources.
2. Adults and their advocates need understandable and accurate information about the impact of employment on benefits.
3. Direct service providers need access to updated employment trainings.

C. Post-Secondary Education

**Description:** Post-secondary education refers to learning that takes place after a person is no longer eligible for public school services. It can include adult schools, community colleges, universities, vocational and trade schools, and other types of organized learning.

**Challenges:**

1. Individuals with disabilities need information about adult education schools, community college courses and university programs.
2. More collaboration is needed between adult education programs and employment stakeholders.
3. Community college students with disabilities need on-campus support for post-secondary education.

D. Supported Employment

**Description:** Supported employment is any activity designed to help someone obtain or maintain employment through the process of discovering a person’s strengths, talents and interests. This may include:

* Job Coaching
* Person centered planning for employment;
* Business planning and micro-enterprise support;
* Soft skills training (e.g. workplace communication, professionalism and attitude, teamwork and problem solving);
* Transportation;
* Employment preparation;
* Job-specific skills training;
* Paid work experience and internships.

**Challenges:**

1. Job coaches need access to training on person-centered employment support practices.
2. More vocational services are needed to teach skills like budgeting, banking, and tax responsibilities.
3. Service Providers need a better understanding of Customized Employment and more training opportunities around Customized Employment.

E. Business Partner Engagement

**Description:** Business partner engagement refers to developing relationships with business owners and employers with the goal of increasing opportunities for employment of job seekers with disabilities. It includes educating employers about the benefits of hiring individuals with disabilities, identifying and responding to the unique needs of business owners and maintaining consistent communication and follow-up.

**Challenges:**

1. More employment opportunities need to be developed to meet the individualized job needs of individuals across the spectrum of disabilities (including entry-level and high-tech jobs).
2. Employers need information about the benefits of hiring people with disabilities and about the support available to them.
3. Service providers and service coordinators need greater access to information about job markets and job opportunities.
4. More partnerships are needed with Chambers of Commerce, service clubs and workforce development agencies.

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1. **Communication between Core Partners**

A. Communication between Core and Community Partners

Core and community LPA partners will meet as needed to identify training opportunities, share resources, and discuss emerging, effective and exemplary practices. Communication will occur through participation in new and existing forums which include, but are not limited to the following:

* South Santa Barbara County Employment Collaboratives
* South Santa Barbara County Transition Collaboratives
* Employment Task Force
* Santa Barbara AJCC Cross-Training Meetings
* Workforce Investment Board
* Disabled Student Programs and Services (DSPS) Advisory Meetings
* SELPA Transition Committee (Jennifer Connolly)
* South Santa Barbara Transition Fair
* Peer Advocacy Team
* Santa Barbara Unified School District SBCC/DSPS Orientation Collaboration

The core partners, in collaboration with community partners, are mutually responsible for providing outreach and information to the Santa Barbara County community about career development pathways for individuals with intellectual and developmental disabilities.

Core partners will review and evaluate the LPA at least every three years and update the agreement as needed. The core partners will maintain the long-standing practice of promoting the advancement of competitive integrated employment through continued participation in the Santa Barbara County Transition and Employment Collaboratives.

 B. Information Sharing and Coordination

Data that does not identify individuals may be shared between the core partners in order to assess and improve services related to the development of employment opportunities and career pathways.

When requested in writing, with proper consent, core partners will share individual person-centered plans and other employment related documents such as:

* Student Portfolios
* Career Assessments
* Resumes
* Employer Evaluations
* Exit Summaries
* Letters of Reference
* Internship or Apprenticeship Records
* Diplomas and Certificates Earned
* Education and Training History
* Benefits Planning Documents
* Online Career Exploration and Job Search Accounts
* Digital Badge Accounts
* Conservatorship and Educational Rights Documents