**Local Partnership Agreement – San Luis Obispo County**

In Support of the CA Competitive Integrated Employment Blueprint for Change

**Effective: January 1, 2022**

# **Intent/Purpose**

The purpose of this LPA is to connect and expand person centered processes across agencies and communities by supporting and empowering individuals with intellectual and developmental disabilities to make informed choices for competitive integrated employment opportunities.

# **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: Disability Services Agencies*

**Department of Rehabilitation Santa Barbara District**

San Luis Obispo Branch Office

3220 S. Higuera Street, Suite 102

San Luis Obispo, CA 93401

(805) 549-3361

**Tri-Counties Regional Center**

San Luis Obispo Office

1146 Farmhouse Lane

San Luis Obispo, CA 93401

(805) 543-2833

Atascadero Office

7305 Morro Road, Suite 101

Atascadero, CA 93422

(805) 461-7402

*Core Partners: Local Education Agencies*

**San Luis Obispo County Special Education Local Plan Area**

8005 Morro Road

Atascadero, CA 93422

805-543-7732

**Lucia Mar Unified School District**

602 Orchard Street

Arroyo Grande, CA 93420

(805) 474-3000

*Core Partners: Workforce Development Agencies*

**Workforce Development Board of San Luis Obispo County**

3433 S. Higuera Street

San Luis Obispo, CA 93401

(805) 781-1908

# **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

Central Coast Autism Spectrum Center

Disability Rights California (Office of Consumers Rights and Advocacy)

Independent Living Resource Center

United Cerebral Palsy

Parents Helping Parents Family Resource Center

State Council for Developmental Disabilities

Basic Needs

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Community Action Partnership of San Luis Obispo (CAPSLO)

Salvation Army

Department of Social Services

SLO Food Bank

Catholic Charities

Housing Authority of San Luis Obispo

Housing Authority of Paso Robles

People’s Self-Help Housing

40 Prado (Homeless Shelter—CAPSLO)

Five Cities Homeless Coalition

Echo Homeless Shelter

Benefits Planning

Social Security Administration

Independent Living Resource Center

Supported Employment and Vocational Service Providers

NCI Affiliates

OPTIONS Family of Services

Transitions Mental Health Association

Achievement House Inc.

Goodwill Central Coast

PathPoint

InJobs, UCP/Work Inc.

WIOA Youth Program

America’s Job Center of California in San Luis Obispo

Employment Development Department

Health and Medical Services

Noor Clinic

San Luis Obispo County Department of Social Services

San Luis Obispo County Public Health Clinics

Community Health Centers (CHC) of the Central Coast

Social, Emotional and Behavioral Support Providers

County of San Luis Obispo Behavioral Wellness

Community Action Partnership of San Luis Obispo

Adventure Club SLO

Community Counseling Center

Transitions Mental Health Association

Supported and Independent Living Services

PathPoint

Independent Living Program

NCI Affiliates

Achievement House, Inc.

Options Family of Services

Transportation Services and Training

Regional Transit Authority

Ride-On Transportation

# **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 Individual Program Plan (IPP), and the Individualized Education Program (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 San Luis Obispo Branch

**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 (CIE) outcome. For students, this would mean that the student needs to be of an age that he or she can obtain a work permit and needs to be at least 16 years old.

There are three requirements that make up the DOR application process:

1. Apply for services in one of the following ways:
   1. Fill out the Vocational Rehabilitation Services Application (form DR 222) and return it to your local office. Obtain an application by contacting your local office, printing the application from our website, or visiting an America’s Job Center. DOR will contact you for your intake appointment once your application has been received.
   2. At your first appointment you will meet with a member of our vocational rehabilitation team to discuss your eligibility and how DOR may assist you in maximizing your employment opportunities.
   3. The Service Coordinator from Tri-Counties Regional Center 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 or advance in employment.

Once DOR receives complete information about the consumer’s disability, the counselor will determine the 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 the 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 an individual’s interests and abilities, job placement goals, 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 if needed.

At any time, individuals may contact DOR directly to request supported employment services. If a person receives services from the Regional Center, 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 employers. 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 searches.

JOB PLACEMENT AND RETENTION—This service provides assistance with seeking and obtaining employment that matches the individual’s interests and abilities. Retention services are available as a follow-up to ensure job stabilization and continued employment.

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

POST-SECONDARY EDUCATION AND VOCATIONAL TRAINING—This support may include assisting consumers in their post-secondary and vocational training activities as needed to achieve their identified employment goals.

DOR STUDENT SERVICES—Secondary and post-secondary students ages 16-21 with an IEP, 504 Plan, or who are 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.

B. Tri-Counties Regional Center

1. **Referral and Eligibility**

Regional Center services are available to individuals with qualifying developmental disabilities that constitute a substantial disability as defined in Section 4512 of the California Welfare and Institutions Code (WIC). Eligibility is established through diagnosis and assessment performed by regional center staff.

As stated in WIC 4512 (a) A “developmental disability” is 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 INDIVIDUAL PROGRAM PLAN (IPP)—The IPP is a person-centered plan that assists individuals 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 their 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 individuals 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 training, 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 have completed secondary education, are no longer eligible for services under the IDEA and are not receiving DOR job development services.

C. San Luis Obispo County Special Education Local Plan Area (SELPA)

1. **Referral and Eligibility**

Special Education (Individualized Education Program) - A parent, teacher, service provider, or student age 18 or older can request a referral for evaluation. When a request is made, the LEA has 15 days to respond. The district will either develop an assessment plan or will inform that the district declines to initiate assessment at this time and give reasons why. If an evaluation is recommended, a parent or adult student must give consent in writing and once that consent has been received, the district has 60 days to complete the assessment(s) and hold the IEP meeting. If the student is eligible and needs Special Education services, an IEP will be developed.

Section 504 Plan - A parent, teacher, service provider, or student age 18 or older can begin a referral for evaluation. When a request is made, the LEA will either develop an assessment plan or will inform, in writing, that the district declines to initiate assessment at this time and give reasons why. If an evaluation is recommended, a parent or adult student must give consent in writing to complete the assessment(s) and hold the 504 meeting. If the student is eligible, a 504 plan will be developed.

1. **Planning**

A transition plan is the driving force of the IEP for students with IEPs, ages 15-22. The transition plan outlines a student’s individual abilities and interests, post-secondary education and employment goals, agency involvement, a course of study and services to meet the goals.

DIPLOMA - Graduation Requirements for students attending a comprehensive high school vary slightly within each LEA, which meet California Ed Code Requirements. The diploma course of study supports education, training and employment goals and is designed to meet graduation requirements. This provides students with preparation and opportunity for employment, vocational education and post-secondary education at colleges and universities.

CERTIFICATE OF COMPLETION - Students can participate in Adult Transition/Post-Secondary Programs funded by their school district if they have an IEP and have not graduated with a diploma until their 22nd birthday. Such programs focus on community-based instruction and may include an emphasis on independent living skills. The students often spend a portion of their school day in the community learning functional living skills and/or in some vocational settings, learning job skills. The program may include volunteer and/or paid employment opportunities

1. **School to Career Programs and Services**

WORKABILITY I - WorkAbility I provides comprehensive pre-employment skills training, employment placement and follow-up for high school students with an IEP who are making the transition from school to work, independent living and postsecondary education or training. San Luis Obispo County SELPA district students ages 15-22 with IEPs may be served through WorkAbility I. The referral process to Workability may vary amongst LEAs and must be in accordance with district policies and procedures. Contact the San Luis Obispo SELPA to be connected to the WorkAbility I Project Coordinator.

CAREER EDUCATION CENTER/ REGIONAL OCCUPATIONAL PROGRAM (CEC/ROP) **-** The Career Education Center provides college to career pathways beginning in middle school and connecting to high school, CEC courses, community college, university coursework and industry employment.The program helps prepare students with disabilities (IEPs and 504s) with the knowledge and skills to pursue CIE, careers and Post-Secondary Education to sustain a quality adult life driven by their individual interests, hopes, and dreams.

D. Lucia Mar Adult Education

1. **Referral and Eligibility**

To be eligible for Lucia Mar Adult Education programs and services, an individual needs to be at least 18 years old. Programs include: High School Diploma courses, English as a Second Language courses and Citizenship courses.

The enrollment process for individuals is comprised of 3 requirements:

1. Contact the Adult Education office and make an appointment to take the CASAS test
2. Send prior transcripts, if possible, to the Adult Education Records Specialist
3. Complete the CASAS test and enrollment paperwork

Referrals for Adult Education come from the district’s continuation school, community agencies, and the justice system.

1. **Planning**

Lucia Mar Adult Education strives to support students in developing and executing individual plans to meet their academic and workforce goals.  The cornerstone of our program is to develop long term, personal relationships with each student.  Developing individual plans begins with a conversation during the intake process about what the interests and needs are of the student.  Questionnaires, interest surveys and careers inventory tools are used to create a workforce profile of the individual.  Instructors also work in collaboration with the individual to create long and short term academic and personal goals and identify potential or perceived barriers that exist.  Reflective of individual needs and desires, adult education staff educate the individual on the various path options they can choose.

The individual is then coached and supported by adult education staff to problem solve ways to overcome or minimize barriers.  Adult Education staff also uses information provided by the individual to bridge the gap between individual need and available resources.  A customized schedule is then developed to provide ongoing meetings with the individual to discuss progress towards their goals, problem solve issues that may arise, or revise goals and plans as needed.

1. **School to Career Programs and Services**

Lucia Mar Adult Education provides the opportunity for individuals to enroll in the following programs, all of which are focused on obtaining, maintaining or advancing in their employment endeavors.

High School Diploma Path:

Individuals who wish to earn their high school diploma enroll in this self-paced program.  The program’s structure is a hybrid model of online and in-person learning.  The curriculum consists of traditional textbook format learning and/or an online course platform.  Individuals have daily access to a credentialed teacher either in-person or through Google Meet/Zoom for academic support.  Embedded within the program is post-secondary and/or workforce guidance and support in an effort to ensure individuals proceed with further education, training, or entry into the workforce.  Referrals to community colleges, AJCC, Eckert, career research, resume building and aligning academic courses with careers areas of interest are methods used to support employment readiness.

English Second Language Path:

Individuals who wish to learn or improve their conversational English skills enroll in this weekly interactive course.  Leveled classes are provided and instruction is tailored to beginner, intermediate and advanced speakers.  A hybrid of live instruction and online learning is used to support individuals with their English skills, with an emphasis on specific vocabulary, phrases, and conversational skills that are tailored to who is enrolled in the course.

# **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 Individualized 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. Transition-age youth need to believe that gainful employment is possible and have clear and realistic expectations of what gainful employment is.
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.

**Actions may include and are not limited to the following:**

Increase outreach and education to students with disabilities

Enhance access to community workforce and adult education 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 realistic expectations about vocational opportunities including self-employment.
2. Adults who have been working in entry level jobs for years need encouragement to explore more individualized employment options.
3. More outreach is needed to adults with disabilities and their allies about employment being a real option.

**Actions may include but are not limited to the following:**

Increase outreach and education to adults with disabilities

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 in post-secondary education need access to and training in the use of technology.
2. Individuals with disabilities need greater access to information and options for vocational training and apprenticeships.
3. Specialized academic tutoring is needed for adult students.

**Actions may include but are not limited to the following:**

Increase outreach and education to adults with disabilities

Enhance access to adult education services

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:

* 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;
* Job development and placement; and
* Job coaching or on-the-job training and support.

**Challenges:**

1. Supported employment providers need training to provide education about benefits and to support workers in reporting and documenting changes to income.
2. More vocational services are needed to teach skills like budgeting, banking, and tax responsibilities.
3. Job seekers need more training in the use of technology.

**Actions may include but are not limited to the following:**

Coordinate training opportunities for direct service providers

Enhance access to community workforce and adult education services

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. Business owners and employers need realistic expectations about what to expect when hiring individuals with disabilities.
2. 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).
3. Employers need information about the benefits of hiring people with disabilities and about the support available to them.

**Actions may include but are not limited to the following:**

Increase outreach and education to business owners and employers

# **Communication between Core Partners**

A. Communication between Core and Community Partners

The San Luis Obispo County Local Partnership Agreement committee will refer to the San Luis Obispo County Employment Collaborative group to review the LPA and create actions to address the challenges within each of the pathways to employment listed above. These groups meet at least quarterly to identify training opportunities, share resources, and discuss emerging, effective and exemplary practices.

Communication between partners will occur through participation in new and existing forums which may include, but are not limited to the following:

* San Luis Obispo County Employment Collaborative;
* San Luis Obispo County Job Development Round Tables;
* Employment Task Force Meetings;
* America’s Job Centers of the Central Coast (AJCCCC) Co-Located Agency Staff Meetings
* Workforce Development Board Meetings;
* Disabled Student Programs and Services (DSPS) Advisory Meetings;
* San Luis Obispo County Transition Fairs;
* SLO County Chambers of Commerce Mixers;
* San Luis Obispo County Service Clubs (e.g. Rotary, Kiwanis, etc.)

The core partners, in collaboration with community partners, are mutually responsible for providing outreach and information to the San Luis Obispo 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 San Luis Obispo 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:

* Person Centered Plans (IPE, IPP, IEP, etc.)
* 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 Results;
* Conservatorship and Educational Rights Documents.