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

In Support of the CA Competitive Integrated Employment Blueprint for Change

 **Effective: July 1, 2020**

# **Intent/Purpose**

The purpose of this Local Partnership Agreement (LPA) is to enhance, leverage and sequence existing services to support and empower students and adults with intellectual and developmental disabilities to make informed choices for Competitive Integrated Employment (CIE) 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**

Santa Barbara Branch

509 East Montecito Street Suite 101

Santa Barbara CA 93103

805-560-8130

**Tri-Counties Regional Center**

Santa Barbara Office

520 E. Montecito Street

Santa Barbara CA 93103

805-962-7881

*Core Partners: Local Education Agencies*

**Santa Barbara County Office of Education (WorkAbility I Program)**

4400 Cathedral Oaks

Santa Barbara CA 93106

**Santa Barbara Unified School District**

720 Santa Barbara Street

Santa Barbara CA 93101

805-963-4338 Ext. 6224

**Carpinteria Unified School District**

1400 Linden Avenue

Carpinteria CA 93013

805-684-4511

**Santa Barbara City College School of Extended Learning**

310 W Padre Street

Santa Barbara CA 93105

805-683-8200

 *Core Partners: Workforce Development Agencies*

**Santa Barbara County Workforce Development Board**

130 East Ortega Street

Santa Barbara CA 93101

805-568-1296

# **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

Autism Society Santa Barbara County

Candelaria American Indian Council

Disability Rights California (Office of Consumers Rights and Advocacy)

Independent Living Resource Center

State Council for Developmental Disabilities

 Tri-County GLAD

Basic Needs

211

Area Housing Authorities

Food Bank

CHANCE Housing

Unity Shoppe

Catholic Charities

Benefits Planning

Social Security Administration

Independent Living Resource Center

 Educational Institutions (secondary)

 Laguna Blanca School

 Providence

 Bishop Garcia Diego High School

 Home Schooling

Employment and Vocational Service Providers

Achievement House Inc.

24 HR HomeCare

Devereux

Goodwill Industries of Ventura and Santa Barbara

Mental Wellness Center

PathPoint

People Creating Success

The Arc of Santa Barbara County

 UCP/Work Inc.

Workforce Resource Center

Health and Medical Services

American Indian Health & Services

County of Santa Barbara Behavioral Wellness

Neighborhood Clinics

Tri-County Mobility

Santa Barbara County Public Health

Social, Emotional and Behavioral Support Providers

County of Santa Barbara Behavioral Wellness

TAY County of Santa Barbara Behavioral Wellness

Santa Barbara County Social Services

CALM

Family Service Agency

Casa Pacifica

Supported and Independent Living Services

PathPoint

UCP/Work Inc.

Independent Living Resource Center

People Creating Success

Achievement House

Transportation Services and Training

Metropolitan Transit District

R&D 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 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 (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 (usually 15 years old or older.)

There are three requirements that make-up 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: <https://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. The 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 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**

TRANSITION PARTNERSHIP PROGRAM (TPP)—Cooperative Contracts between school districts and DOR guide the referral process to TPP Employment Services. Referrals are made by the Local Education Agencie (LEA)-TPP team to DOR. LEA staff, student and parents make the decision on the best time to refer to DOR. In cases where programs cross district boundaries, collaboration takes place to ensure the DOR consumer receives essential 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. Santa Barbara County Education Office

**1. Referral and Eligibility**

THE INDIVIDUALIZED EDUCATION PROGRAM—A parent, teacher, service provider, or student age 18 or older can begin a referral for evaluation. When a request is made, the Local Education Agency (LEA) has 15 days to respond. The district will either develop an assessment plan or will inform whoever made the referral that the district declines to initiate assessment at this time and provide reasons. If an evaluation is recommended, the parents must give consent in writing and once that consent has been received, the district has 60 days to complete the assessment(s) and hold an IEP meeting. If the student is eligible and the IEP team determines Special Education Program (SEP) services are needed to address student’s needs, an IEP will be developed.

**2. Planning**

THE TRANSITION PLAN—This 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, and a course of study and services to meet the goals.

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

THE CERTIFICATE OF COMPLETION—This certificate allows students to participate in Adult Transition/ Post-Secondary Programs funded by their school district until their 22nd birthday if they have an IEP and have not graduated with a diploma. 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 to learn functional living skills and/or in some vocational settings, learn job skills. The program may include volunteer and/or paid employment opportunities.

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

WORKABILITY I—WorkAbility I provides approximately 40 hours of pre-employment skills training, employment placement and follow-up for high school students in special education, who are making the transition from school to work, independent living and postsecondary education or training. Students ages 14-22 with IEPs may be served through WorkAbility I. The referral process to Workability may vary amongst Local Education Agencies (LEAs) and must be in accordance with district policies and procedures. Contact the Special Education Department in your local school district to be connected to the WorkAbility I Project Coordinator.

CAREER AND TECHNICAL EDUCATION (CTE)—CTE provides college to career pathways beginning in middle school and connecting to high school, CTE courses, community college, university coursework and industry employment. The program helps prepare students with disabilities with the knowledge and skills to pursue CIE, careers and Post-Secondary Education. The goal of CTE is to sustain a quality adult life driven by their individual interests, hopes, and dreams.

TRANSITION PARTNERSHIP PROGRAM (TPP) – Santa Barbara Unified School District has a TPP. Students with an IEP or 504 Plans may be eligible and are generally referred during junior year. Referrals can be generated by their teacher or case manager. TPP is a contract with the Department of Rehabilitation and a school district to provide transition services.

D. Santa Barbara Unified School District

**1. Referral and Eligibility**

Students are referred for special education most often by their parent/guardian, a teacher, or a school team. The referral process begins when any of the parties above submit a written request for an evaluation to a school staff member. Eligibility for special education services is determined through an assessment process. A multidisciplinary team gathers information about the students’ performance and suspected area(s) of disability. Ultimately an IEP team reviews the evaluation and determines whether student is eligible for special education services.

**2. Planning**

INDIVIDUAL EDUCATION PROGRAM (IEP)—IEP teams meet at least annually in order to develop and revise individual plans. Those plans include individual goals and an offer of the programs and services that the school district feels are required in order for the student to meet their goals. Beginning the year students turn 16 their IEP also includes an Individual Transition Plan (ITP) that focuses on their goals for education, employment, and independent living. This subsection of the IEP includes supports and activities the students will receive or participate in to reach their employment goals. Part of the ITP development includes the assessment of students’ skills as well as their individual preferences that may inform an appropriate and successful match with a future job.

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

SBUSD offers a number of programs to assist individuals with disabilities with obtaining and/or maintaining employment. For purposes of our participation as a core partner, our focus is on the work of our adult transition programs and our transition partnership program (TPP) with the Department of Rehabilitation known as Bridges.

Our adult transition programs serve students aged 18-22 who are working toward a certificate of completion rather than a regular high school diploma. SBUSD operates an adult transition program at each of our three comprehensive high schools as well as one that is currently located on the Santa Barbara City College campus. These programs support students in reaching the goals in their ITPs and include opportunities for students to be out in the community, at job sites, and in classroom settings to develop the skills they will need in order to obtain and maintain employment.

BRIDGES/TRANSITION PARTNERSHIP PROGRAM (TPP)—This contract is designed to jointly serve the mutual consumers receiving services from the Department of Rehabilitation (DOR), and the Santa Barbara Unified School District. Staff and resources are combined to provide vocational rehabilitation services through Bridges/TPP.

The Bridges Program/TPP will focus on serving DOR consumers with disabilities and potentially eligible students. Students identified for referral are ages 16 through 21, and may be referred in their last 2-3 years prior to their exit from high school; participation in Bridges/TPP is voluntary and based on student choice, and their ability to benefit from services. These DOR consumers and potentially eligible students may receive some or all of the following DOR Student Services:

* Job Exploration
* Career Counseling
* Work-Based Learning Experiences
* Postsecondary Enrollment Counseling
* Workplace Readiness Training
* Instruction in Self-Advocacy

Bridges/DOR Student Services are provided to prepare DOR consumers and potentially eligible students for successful employment and/or post-secondary education or training. Students may receive DOR Student Services as Department of Vocational Rehabilitation (DOR) consumers or as potentially eligible students. The route to services is determined through consideration of each individual's unique circumstances and needs. Bridges/TPP participants who are exiting high school and do not plan to attend post-secondary school or training, but who would like assistance obtaining employment may become DOR consumers and eligible to receive the following vocational rehabilitation services:

* Employment Preparation
* Job Development
* Job Placement
* Follow-up
* Short-term Supports Services

Bridges/TPP staff work closely with the DOR Counselors throughout the referral, planning and follow up processes to ensure coordinated service provision.

D. Carpinteria Unified School District

**1. Referral and Eligibility**

SUCCESS IN EDUCATION OF ADULT LIFE SKILLS (SEALS)—The SEALS Adult Post-Secondary Program is a highly supportive program that may be considered by an IEP team for special education and transition-age youth (approximate ages 18-22) who have not received a high school diploma but have participated in four years of high school. These students continue to benefit from a highly individualized and modified specialized curriculum delivered in a mixture of both special education and community-based settings. The specialized curriculum focuses on student needs in the skill areas including, but not limited to the following four areas: Education, Employment, Training, and Independent Living Skills. Individualization is determined based on each student's needs.

**2. Planning**

A transition plan provides the basic structure for students with IEPs, ages 15-22 years old, to live, work and play in the community, as fully and independently as possible. The transition plan outlines a student’s individual abilities and interests, post-secondary education and employment goals, agency involvement, and a course of study and related supports and services to meet transition goals.

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

DUAL ENROLLMENT PROGRAM WITH SBCC—Students have the option to enroll in SBCC Disabilities Services and Program. Courses are designed to provide students who have disabilities with the foundational knowledge and skills necessary for vocational exploration, planning and self-advocacy skills necessary to direct the course of their own lives in educational and vocational settings.

WORKABILITY—The WorkAbility Program provides training in work, employment placement and follow up for Special Education high school students. The focus is helping students transition from school to work, independent living and post-secondary education or training. Students receive services such as:

* Assessment;
* Pre-employment skills training;
* Career awareness; and
* Career exploration.

On the job paid training for students at least 16 years or older is implemented for those students who meet training requirements for job placement.

COMMUNITY-BASED WORK EXPERIENCES—Students participate in multiple work-based learning experiences and those experiences are directly related to the student’s education program. Community-based work experiences allow the students to explore potential careers related to the specific vocational goal, potential workplace environments and demands, and other aspects of the work. These experiences offer the student opportunities to gain firsthand knowledge of a particular job skill, or to learn the culture of day-to-day employment.

E. Santa Barbara City College School of Extended Learning

**1. Referral and Eligibility**

Tuition-free programming is available to individuals 18 and above. Programming is also available for individuals 14-17 with completed minor enrollment forms that include signatures of the instructors, parents/guardians, high school administrator (if class is held during school hours), and the SBCC administrator.

**2. Planning**

Extended Learning students can make an appointment with one our Student Program Advisors to create an educational plan. Students can call and leave a voicemail at (805) 898-8160 to set up this appointment.

Students with disabilities may contact Disability Services and Programs for Students (DSPS) to determine eligibility for accommodations and services. Call 805-730-4164 or email dspsHelp@sbcc.edu.

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

Students can work with Student Program Advisors on an educational pathway that leads to employment.

WORK READINESS AND CAREER PLANNING PROGRAM—Extended Learning offers a Work Readiness and Career Planning Program designed to help adults with disabilities learn the soft skills they need to find and maintain meaningful employment. The program consists of two courses designed to assist students in vocational exploration and planning and self-advocacy skills for educational and vocational settings.

F. Santa Barbara County Workforce Development Board

**1. Referral and Eligibility**

**REFERRAL PROCESS**

Referrals are made via telephone calls or direct contact with an individual, outside agencies, business, and training providers.

Once a referral has been made to a program federally funded under Title I of the Workforce Innovation and Opportunity Act (WIOA), the potential client is scheduled to attend an orientation. The WIOA orientation is an overview of the program's purposes and intended outcomes for eligible consumers and the documents required to determine eligibility.

**ELIGIBILITY**

Eligibility requirements for the following services and programs are described below.

1. Basic Career Services
2. Individualized Career Services (WIOA Title I Adult and Dislocated Worker Programs)
3. WIOA Title I Youth Services
4. Rapid Response Services
5. **Basic Career Services**

Basic career services are universally accessible and are available to all individuals seeking employment and training services in an ***America’s Job Center of California (AJCC*SM**).

1. **Individualized Career Services – WIOA Title I Adult and Dislocated Worker Programs**

If *AJCC*SM staff, determine that individualized career services are necessary for an individual to obtain or retain employment, these services are made available to the individuals meeting eligibility requirement.

**WIOA Title I Adult and Dislocated Worker Programs** - An individual must:

* Be 18 years of age or older;
* Be a citizen or noncitizen authorized to work in the US; and
* Meet Military Selective Service registration requirements (males only).

**WIOA Title I Adult Program Priority of Service**

As required under WIOA Section 134(c)(3)(E), with respect to individualized career and training services funded with WIOA Title I Adult Program funds, priority of service must be given to recipients on public assistance, other low-income individuals, and individuals who are basic skills deficient. Priority of service status is established at the time of eligibility determination and does not change during the period of participation. Priority does not apply to the WIOA Title I Dislocated Worker Program population.

A veteran must meet each program’s eligibility criteria to receive services under the respective employment and training program. For income-based eligibility determinations and for determining priority of service, military pay or allowances paid while on active duty or paid by the Department of Veterans Affairs (VA) for vocational rehabilitation, disability payments, or related VA-funded programs are not to be considered as income, in accordance with 38 U.S.C. 4213 and 20 CFR 683.230.

Priority to veterans enrolling the WIOA Title I Adult Program must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Adult formula funds for individualized career services and training services.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.
4. Fourth, priority populations established by the Governor and/or Local WDB.
5. Last, to non-covered persons outside the groups given priority under WIOA.

**WIOA Dislocated Worker Program**

**Eligibility A** - Individual who

* Has been terminated or laid off, or who has received a notice of termination or layoff, from employment, including separation notice from active military service (under other than dishonorable conditions);
* Is eligible for or has exhausted entitlement to unemployment compensation; or
* Has been employed for a duration sufficient to demonstrate, attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
* Is unlikely to return to a previous industry or occupation.

**Eligibility B** - Individual who

* Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, military installation or enterprise;
* Is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
* For purposes of eligibility to receive services other than training, career services, or supportive services, is employed at a facility at which the employer has made a general announcement that such facility or military installation will close.

**Eligibility C**– Individual who

* Was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters.

**Eligibility D** – Individual who

* Is a displaced homemaker.

Dislocated worker definitions also include separating service members where an individual is unlikely to return to his or her previous industry or occupation in the military, and military spouses that meet certain criteria related to loss of employment.

1. **WIOA Title I Youth Program** - See State of California Employment Development Department (EDD) Directive WSD17-17

A youth participant’s eligibility is determined at intake; therefore, the youth remains eligible for youth services until exited. For example, an individual who is an In-School Youth (ISY) and between the ages of 14-21 at the time of enrollment, and is now beyond the age of 21, is still considered an ISY until exited.

**WIOA Title I Youth Program—In-School Youth (ISY)** (See EDD WSD17-17)

* Attending school, including secondary and postsecondary school.
* Age 14-21 years old (A youth with disabilities who is in an individualized education program at the age of 22 may be enrolled as an IS youth [TEGL 21-16 and EC 56026]).
* Low income individual.
* Meets one or more of the following barriers:
	+ Basic skills deficient.
	+ An English language learner.
	+ An offender.
	+ A homeless individual or runaway.
	+ An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
	+ Pregnant or parenting (custodial and non-custodial parent including noncustodial fathers).
	+ An individual with a disability.
	+ An individual who requires additional assistance to complete an educational program or secure and hold employment.

**WIOA Title I Youth Program – Out of School Youth (OSY)** (See EDD WSD17-17)

* Not attending any secondary or postsecondary school (not including Title II Adult Education, YouthBuild, Job Corps, high school equivalency programs (with some exceptions), non-credit bearing postsecondary classes, dropout reengagement programs or charter schools with federal and state workforce partnerships).
* Age 16-24 years old.
* One or more of the following barriers:
	+ A school dropout.
	+ A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year quarter.
		- Note – If the school does not use school year quarters, Local Areas must use calendar quarters.
	+ A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner.
	+ An offender.
	+ A homeless individual or a runaway.
	+ An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under Section 477 of the Social Security Act, or in an out-of-home placement.
	+ An individual who is pregnant or parenting (custodial and non-custodial parent including non-custodial fathers).
	+ An individual with a disability.
	+ A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.
1. **WIOA Rapid Response Program** (See DOLETA TEGL 19-16)

Rapid Response Program services are provided when one or more of the following circumstances occur:

* Announcement or notification of a permanent closure of a facility, store, enterprise, or plant, regardless of the number of workers affected;
* Announcement or notification of a mass layoff (see below for more detail);
* A mass job dislocation (see below for how mass dislocation is defined) resulting from a disaster as defined by state or local emergency management policies; or
* The filing of a TAA petition, in accordance with sec. 221(a)(2)(A) of the Trade Act. 2.
1. **Planning**

In delivering Individualized Career Services with WIOA Title I and Dislocated Worker Programs, case manager assist program participants to plan and identify goals as follows:

* A case manager assists a program participant to develop an Individual Employment Plan (IEP) as part of the Talent Development Process. Career planning is a customer-centered and case management approach to prepare job seekers for employment and job retention.
* Career Planning is based on the assessment results and the IEP reflects the expressed interests and needs of the job seeker.
* The IEP is developed in collaboration with the participant to outline short-term and long-term goals for employment attainment aligned with the employment and career objectives.
* The IEP development process includes identifying barriers to employment and relevant and appropriate services and activities.
* As part of the IEP development process, the case manager identifies:
	+ Prevocational training needs including, but not limited to, high school diploma or GED completion; increasing basic skills in math, reading and writing; skill development or enhancement of computer, technology and software skills; and job readiness skill development. The staff and job seeker set goal completion dates.
	+ Education and training needs that support the participant’s employment goals.
* As part of customer-centered case management, the case manager contacts the participant as appropriate to review that he/she is on track to meet IEP goals.

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

Santa Barbara County Workforce Development Board (SBCWDB), through program operators, provides

Career services through the WIOA Title I Adult and Dislocated Worker Programs;

Youth services through the WIOA Title I Youth Program; and

Services to assist individuals and businesses impacted by layoffs through the WIOA Rapid Response and Layoff Aversion Programs.

CAREER SERVICES - U.S. Department of Labor, Employment and Training Administration (DOLETA), Training and Employment Guidance Letter (TEGL) 16-16

There are three types of career services:

Basic Career Services;

Individualized Career Services; and

Follow-up career services.

The distinction between basic career services and individualized career services is not intended to imply that there is a sequence of services. Rather, the distinction is to clarify that, while basic career services are available to all participants, individualized career services are available to participants after AJCCSM one-stop center staff have determined that such services are required to retain or obtain employment

Basic Career Services

Basic career services described in WIOA sections 134(c)(2)(A)(i)-(xi), and 20 CFR 678.430(a), 34 CFR 361.430(a), and 34 CFR 463.430(a), are provided through the AJCCSM one-stop delivery system. Basic include the following services:

Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs, including co-enrollment among these programs;

Outreach, intake (including identification through the state’s Worker Profiling and Reemployment Services system of Unemployment Insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the AJCCSM one-stop delivery system.

Initial assessment of skill levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;

Labor exchange services, including—

Job search and placement assistance, and, when needed by an individual, career counseling, including the provision of—

information on in-demand industry sectors and occupations;

information on nontraditional employment;

information from career profiles and interest inventories, and

Referrals to, and coordination of activities with, other programs and services, including those within the American Job Center network and, when appropriate, other workforce development programs;

Workforce and labor market employment information, including accurate information relating to local, regional, and national labor market areas, including—

Job vacancy listings in labor market areas;

Information on job skills necessary to obtain the vacant jobs listed;

Information relating to local occupations in-demand; and the earnings, skill requirements, and opportunities for advancement for occupations in demand;

Provision of performance information and program cost information on eligible providers of training services by program and type of providers and workforce services by program and type of providers;

Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s American Job Center network;

Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; housing counseling and assistance services sponsored through HUD2; and assistance under a State program for TANF, and other supportive services and transportation provided through other programs or agencies;

Assistance in establishing eligibility for financial aid assistance for training and education programs not provided under WIOA; and

Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim—

“Meaningful assistance,” as described in Unemployment Insurance Program Letter (UIPL) 20-15 and 20 CFR 678.430, 34 CFR 361.430, and 34 CFR 463.430, means providing assistance as follows:

Only merit staff (State government employees) may, in person at one-stop centers or remotely, answer questions, provide advice, or make decisions that could affect claimants’ UI eligibility. However, other one-stop staff may assist in claims by acceptance of information from claimants.

If an individual in a one-stop center is referred to a telephone for UI claims assistance, it is with a phone line dedicated to serving one-stop customers in a timely manner. Individuals are not simply be referred to a general information/dial-in line with the state UI agency contact center where the individual is placed into a phone queue along with all other claimants in the State. If the assistance is provided remotely using technology, it is a technology that enables trained staff to provide the assistance. Examples of technology that enables remote assistance include live Web chat applications, video conference applications, or other similar technology.

The costs associated in providing meaningful assistance may be paid for by the State’s UI program, the WIOA Adult or Dislocated Worker programs, the Wagner-Peyser Act ES, or some combination of these programs.

For purposes of the Vocational Rehabilitation (VR) program, basic career services may encompass some of the activities authorized under 34 CFR 361.48(b), which must be provided under an individualized plan for employment for an eligible individual with a disability (e.g., assessments for determining VR needs).

Individualized Career Services (20 CFR 678.430(b), 34 CFR 361.430(b), and 34 CFR 463.430(b))

If one-stop center staff, including designated partner program staff, determine that individualized career services are necessary for an individual to obtain or retain employment these services are made available to the individual. These services are available in all comprehensive AJCCSM one-stop centers. AJCCSM staff may use recent previous assessments by partner programs to determine if individualized career services are needed.

Individualized Career Services Provided by WIOA Title I Adult and Dislocated Worker Programs Include:

Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—

Diagnostic testing and use of other assessment tools; and

In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

Development of an individual employment plan, to identify the employment goals, achievement objectives, and the combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;

Group counseling, which involves two or more participants addressing certain issues, problems, or situations that may be shared by the group members;

Individual counseling, which is a one-on-one session that may go into greater detail for a participant regarding certain issues, problems, or situations;

Career planning (e.g. case management, see WIOA sec. 3(8)); • Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;

Internships and work experiences (including transitional jobs) that are linked to careers;

Workforce preparation activities (see 34 CFR 463.34);

Financial literacy services available through the WIOA Title I Youth Program as described in WIOA sec. 129(b)(2)(D) and 20 CFR part 681, including:

Supporting the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals;

Supporting the ability to manage spending, credit, and debt, including credit card debt, effectively;

Out-of-area job search assistance and relocation assistance; and

English language acquisition programs (see 34 CFR 463.31) and integrated education and training programs (see 34 CFR 463.35).

Follow-up Career Services (20 CFR 678.430(c), 34 CFR 361.430(c), and 34 CFR 463.430(c))

Follow-up services are provided, as appropriate, for Adult and Dislocated Worker program participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Counseling about the work place is an appropriate type of follow-up service

WIOA TITLE I YOUTH PROGRAM SERVICES - DOLETA TEGL 21-16

Youth services offered include fourteen WIOA Title I Youth Program elements, made available appropriately to meet the needs of the program participant.

Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services

In 20 CFR § 681.460 (a)(1), this is the first program element listed and includes “tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.”

Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops.

Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

Program Element 2: Alternative secondary school services or dropout recovery services

 Under 20 CFR § 681.460 (a)(2), alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist who have dropped out of school. While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

Program Element 3: Paid and unpaid work experience

20 CFR § 681.600 further defines work experience as “a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.”

Academic and occupational education component - As discussed in 20 CFR § 681.600, work experiences include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic and occupational education component may occur inside or outside the work site. The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means. States and local areas have the flexibility to decide who provides the education component.

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.

Categories of work experience. WIOA identifies four categories of work experience: (1) summer employment opportunities and other employment opportunities available throughout the school year; (2) pre-apprenticeship programs; (3) internships and job shadowing; and (4) on-the-job training (OJT) opportunities as defined in WIOA Section 3(44) and in 20 CFR § 680.700. Two of the categories, job shadowing and pre-apprenticeship, are discussed below.

Job shadowing is a work experience option where youth learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. A job-shadowing experience can be anywhere from a few hours, to a day, to a week or more.

Job shadowing is designed to increase career awareness, help model youth behavior through examples, and reinforce in the youth and young adult the link between academic classroom learning and occupational work requirements. It provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields. Job shadowing can be thought of as an expanded informational interview. By experiencing a workplace first-hand, youth can learn a great deal more about a career than through research in print publications and on the Internet.

 As discussed in 20 CFR § 681.480, pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act and includes the following elements: (a) training and curriculum that aligns with the skill needs of in the economy of the State or region involved; (b) access to educational and career counseling and other supportive services, directly or indirectly; (c) hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career; (d) opportunities to attain at least one industry-recognized credential; and (e) a partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

Program Element 4: Occupational skills training

As stated in 20 CFR § 681.540 of the final rule, occupational skills training is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Priority consideration goes to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must: (1) be outcome-oriented and focused on an occupational goal specified in the individual service strategy; (2) be of sufficient duration to -impart the skills needed to meet the occupational goal; and (3) lead to the attainment of a recognized postsecondary credential.

As discussed in 20 CFR § 681.550 “in order to enhance individual participant choice in education and training plans and provide flexibility to service providers, the Department allows WIOA Individual Training Accounts (ITAs) for Out of School Youth (OSY), ages 16 to 24, using WIOA youth funds, when appropriate.” ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in § 680.400 and 680.410.

In School Youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult’s individual needs, knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program.

Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation

20 CFR § 681.630 states that this program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway. While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3), and occupational skills training (program element 4) can all occur separately and at times (and thus are counted under separate program elements), this program element refers to the concurrent delivery of these services which make up an integrated education and training model.

Program Element 6: Leadership development opportunities

20 CFR § 681.520 defines this program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) exposure to postsecondary educational possibilities; (b) community and service learning projects; (c) peer-centered activities, including peer mentoring and tutoring; (d) organizational and team work training, including team leadership training; (e) training in decision-making, including determining priorities and problem solving; (f) citizenship training, including life skills training such as parenting and work behavior training; (g) civic engagement activities which promote the quality of life in a community; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Program Element 7: Supportive services

20 CFR § 681.570 describes supportive services for youth as defined in WIOA Sec. 3(59), are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: (a) linkages to community services; (b) assistance with transportation; (c) assistance with child care and dependent care; (d) assistance with housing; (e) needs-related payments; (f) assistance with educational testing; (g) reasonable accommodations for youth with disabilities; (h) legal aid services; (i) referrals to health care; (j) assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; (k) assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) payments and fees for employment and training-related applications, tests, and certifications.

Program Element 8: Adult mentoring

20 CFR § 681.490 states that adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. The final rule also states that while group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors. While DOL strongly prefers that case managers not serve as mentors, the final rule allows case managers to serve as mentors in areas where adult mentors are sparse.

Program Element 9: Follow-up services

20 CFR § 681.580 describes follow-up services as “critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.” Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16) when no future services are scheduled.

Follow-up services for youth also may include the following program elements: (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) activities that help youth prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date in order to count as follow-up services

Program Element 10: Comprehensive guidance and counseling

20 CFR § 681.510 states that comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

Program Element 11: Financial literacy education

20 CFR § 681.500 states that this program element may include the following activities:

support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions

support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards

teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit

support a participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions

educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data

support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials

support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling

provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings

implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

Program Element 12: Entrepreneurial skills training

20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

take initiative;

creatively seek out and identify business opportunities;

develop budgets and forecast resource needs;

understand various options for acquiring capital and the trade-offs associated with each option; and

communicate effectively and market oneself and one’s ideas.

Program Element 13: Services that provide labor market information

Under 20 CFR § 681.460 (a)(13), this element includes “services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.” The Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as “the body of knowledge that describes the relationship between labor demand and supply.” Labor market information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

Program Element 14: Postsecondary preparation and transition activities

In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

RAPID RESPONSE AND LAYOFF AVERSION – DOLETA TEGL 19-16

Rapid Response activities are described at 20 CFR 682 Subpart C of the WIOA regulations (covering 20 CFR 682.300 through 682.370). Rapid Response encompasses the strategies and activities necessary to plan for and respond as quickly as possible following an announcement or notification of a permanent closure or mass layoff, a mass job dislocation resulting from a natural or other disaster, or the filing of a Trade Adjustment Assistance (TAA) petition. Rapid Response delivers services to enable dislocated workers to transition to new employment as quickly as possible. Rapid Response and Layoff Aversion activities and services include:

Informational and direct reemployment services for workers, including but not limited to: information and support for filing unemployment insurance claims; information about the Trade Adjustment Assistance (TAA) program; information on the impacts of layoff on health coverage or other benefits; information on and referral to career services; reemployment-focused workshops and services; and training;

Delivery of solutions to address the needs of businesses in transition, provided across the business lifecycle (expansion and contraction), including comprehensive business engagement and layoff aversion strategies and activities designed to prevent or minimize the duration of unemployment;

Convening, brokering, and facilitating the connections, networks and partners to ensure the ability to provide assistance to dislocated workers and their families such as home heating assistance, legal aid, and financial advice; and

Strategic planning, data gathering and analysis designed to anticipate, prepare for, and manage economic change.

# **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. 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, Workability programs, 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:

* 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. 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.

# **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 Meetings;
* Santa Barbara AJCC Cross-Training Meetings;
* Workforce Investment Board Meetings;
* Disabled Student Programs and Services (DSPS) Advisory Meetings;
* South Santa Barbara County Transition Fairs; and
* Santa Barbara Unified School District SBCC/DSPS Orientation Collaborations.

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; and
* Conservatorship and Educational Rights Documents.