

Program Name: **WORK READINESS AND CAREER PLANNING CERTIFICATE FOR PEOPLE WITH DISABILITIES**
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EXECUTIVE SUMMARY

BACKGROUND

Data suggest that post-secondary vocational educational programs are not serving the population of adults with disabilities in the Santa Barbara City College District region. Per the study by BW Research Partnership, “South Santa Barbara AEBG Adults with Disabilities” June 2016, Draft 2, considering the post-secondary vocational training needs of adults with disabilities in south Santa Barbara, “the region lacks educational support for adults with disabilities, as programs are heavily structured around supportive services—residential, employment, health, and community access activities.” (Pg. 2)

For the purposes of this project, an adult with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities,
- Has a history or record of such an impairment,
- Is perceived by others as having such impairment. This may include physical, emotional, or intellectual functioning. (<https://adata.org/faq/what-definition-disability-under-ada>)

Adults with disabilities have different educational needs than the typical student population attending post-secondary institutions. The impact of a disability (as defined) on learning varies significantly from challenges that most students face. The target population addressed in this proposal cannot easily or successfully be guided in typical classroom curriculum with the customary supports available. A specialized and adapted educational vocational curriculum must be provided in order for these adults with disabilities to succeed in post-secondary education.

According to results of the National Longitudinal Transition Study-2, prepared for the Office of Special Education, U.S. Department of Education, “After High School: A First Look at the Post school Experiences of Youth with Disabilities” (April 2005,) students with disabilities leave a structured high school environment and enter a post secondary system,

“Guided by a legal framework ...different from those of secondary schools. When students leave high school, their education is no longer covered under the IDEA (Individuals with Disabilities Education Act) umbrella, but instead is under the auspices of two civil rights laws—Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)” (Stodden, Jones, & Chang, 2002; Wolanin & Steele, 2004.)

“Post-secondary students with disabilities are not entitled to a free appropriate public education, as in high school, nor are there a mandatory individualized education program (IEP) process to identify and provide for the supports they may need to succeed in school (Office for Civil Rights, 2004). In high school, “the burden is on the school to find and serve the student...in higher education the burden is on the student...to find the appropriate services and navigate through [their] education” (Wolanin & Steele, 2004, p. 27).

Citations are embedded in the executive summary of Wagner, M., Newman, L., Cameto, R., Garza, N., & Levine, P. (2005) of the National Longitudinal Transition Study-2.

Based on a Department of Rehabilitation (DOR) sample of closed cases over the past two years for adults with disabilities who attended Santa Barbara City College for vocational training, twenty eight percent (28%) of these students completed either a certificate or degree program. The average length of attendance was 2.35 years. There were many factors related to lack of attainment of a certificate or degree; the amount of time that it takes to access the classes required for the major is the most significant. Specifically, Skills Advisories, without accommodation, create an undue barrier to accessing needed classes. Importantly, successful completion of a post-secondary goal influences employers to hire an individual and/or qualifies an individual for a vocation.

Adults served by the DOR develop their own Individual Plan for Employment. Currently, individuals have plans in 175 different occupational titles. Not all individuals seeking vocational training require a classroom program. However, when vocational training is required, the DOR looks to Santa Barbara City College as a primary source of training. DOR is required by regulation to consider public school training as the priority for individuals receiving services. If an individual chooses a private training program, generally, DOR funding pays the public school rate. This can be quite a financial hardship for the individual. It is always DOR's preference to obtain adequate training through public training programs.

In 2013, Tri-Counties Regional Center conducted a representative sample survey by phone of the population of families of young adults with autism, 14 - 22 (with a 95% confidence interval.) Of those families surveyed, forty percent (40%) indicated a plan for their child to attend community college and fourteen percent (14%) indicated a goal of attending a four-year college. When asked about support requirements for success in post-secondary education, respondents indicated: Financial Aid, Transportation, Campus Support (Note Taker/Coach, Personal Assistance, Personal Support, Tutors, Behavioral Support, and Adaptive/Social Skills Training.

A non-credit vocational certificate avoids the burden of tuition. Supports are available through the consortium's partners, Department of Rehabilitation and Tri-Counties Regional Center. Supporting each student adult with a disability to be successful in attending the non-credit Work Readiness and Career Planning Certificate course, as well as involvement in an internship, would be based on individualized needs.

In a summary of results of the autism study, it was reported that respondents and their families indicated post secondary goals for their transition age young adults (14 - 22 for this study) were:

- Work
- Job coaching
- Higher education at community colleges

Forty-five families were interviewed in Santa Barbara County as a representative sample.

In the transition from the support and guidance in the secondary education environment, young adults with disabilities enter post-secondary education with significant barriers to success. Young adults and adults with disabilities seek a quality community life, including training and employment. A programmatic approach to support adults with disabilities with accommodation to curriculum does not exist in the region for adults with disabilities. This proposed non-credit program would satisfy a need for regional post-secondary vocational programming specific to the needs of adults with disabilities.

OVERVIEW OF PROJECT

This project has two educational components:

1. **A new non-credit course will be developed, designed to assess and develop work readiness skills of adults with disabilities and provide learning around career planning.** The curriculum, along with additional supports from the stated community partners, will be the basis for preparation of adults with disabilities for competitive integrated employment. This "compass" class provides for students to gain soft skills for employment and then to identify vocational goals.

Students will earn a Work Readiness and Career Planning Certificate at the successful completion of the one (1) non-credit, 10-week planning course around development of vocational interests, accessing information and resources around targeted vocations, developing competency around the soft skills crucial to success in the work place, and reviewing functional basic skills. Curriculum prepared for a second class will be utilized for additional coursework requested through future proposals to the SBCC AEBG Consortium. (See 2016/2017 AEBG AWD Activity Chart.)

During the initial year of offering the Work Readiness and Career Planning Certificate curriculum, students will participate in one course and achieve benchmarks of skill development to earn the certificate. Certain students may meet the competency requirements in ten weeks; other students may repeat the coursework to be successful.

2. Work experience through paid or non-paid Internships.

After earning the Work Readiness and Career Planning Certificate, a student will be eligible for internship placement. Tri-Counties Regional Center and Department of Rehabilitation will provide disability-related supports for individuals in this fieldwork. A Program Coordinator/Counselor position will collaborate with representatives of these Partner organizations to identify and implement the supports required for students to successfully participate in an internship.

According to the BW Research Partnership study, pairing work readiness, or soft skills training, with job training is a successful combination. As stated in the report,

“Potential synergies between institutions that develop technical skills and those that address non-technical skills may result in more holistic training and empowerment programs for individuals with disabilities. Though each individual institution offers some variety of classes across the four key areas mentioned above, there is likely untapped potential in a combination of these services into a comprehensive program. Job training alone—particularly for adults with disabilities—may be insufficient at creating the appropriate and sustainable career pathways for each individual. Additional training in self-awareness, communication, independence, and other non-technical skills can provide adults with a set of well-rounded skills needed to succeed both inside and outside of the workplace.” (Pg. 7)

GOALS AND OUTCOMES

MEASURABLE GOALS - YEAR 1 (PROCESS OF IMPLEMENTATION)

1. Contract established with a Program Coordinator/Counselor
2. Obtain approval for curriculum of two (2) courses: one foundational and one to be second in a series
3. Hire one (1) adjunct non-credit instructor to teach curriculum
4. Collaborate with partners to establish relationships with at least three (3) employers for enrolled students for paid or non-paid internship or work experience
5. With the program designed and community supports established, including contact with regional employers, the program will be promoted.
6. Professional Development Plan is created.
7. Program Coordinator/Counselor oversees transition supports for each student, integrating services available from Partners.
8. Enroll fifteen (15) to twenty (20) adults with disabilities in the program

OUTCOMES EXPECTED - YEAR 1 (METHOD OF ASSESSING IMPACT)

1. An educational program will be offered in the academic year 2016/2017 for adults with disabilities for a non-credit Work Readiness and Career Planning Certificate, followed by fieldwork/internships.
2. Number of students enrolled in newly established classes
3. Number of students with a completion of the coursework
4. Regional employers will have knowledge of and support the program with on-site experiences/internships.
5. SBCC and its Partners will support initial and ongoing awareness building and information campaigns to create interest and enrollment in the program.

INTEGRATION

This program is designed to create transition from a post-secondary non-credit accommodated certificate training for adults with disabilities to the regional workforce. An assumption is that the credit programs at Santa Barbara City College are already serving individuals with disabilities who are intellectually capable of completing college credit courses toward a degree or certificate. While some of the adults with disabilities who complete this new program may transition to the credit programs at some point, the main focus is to provide training in work readiness and career

planning. Certain students may transition for credit coursework with the introduction to a variety of vocational opportunities and successful completion of the requirements for the Work Readiness and Career Planning Certificate.

Work readiness and career planning refer to the broad range of soft skills that employers have identified as critical to being successful in finding and maintaining a job. These skills include personal habits, appropriate work ethic, effective communication, punctuality, self-discipline, problem solving, organizational skills, attention to detail, teamwork, accepting supervision, self-advocacy and career planning. These core vocational skills have not necessarily been learned in previous educational programs; a major aspect of the program will teach these skills.

Given the diverse nature of the population to be served, the work aspects of the program will include internships, following the achievement of the Work Readiness and Career Planning Certificate, with placement according to each individual student's interests and abilities.

The use of internships will allow the soft vocational skills training from coursework to be embedded in a practical setting so that the individual student learns to apply coursework immediately. This is especially important for a population whose generalization of skills is typically not as developed as in the general population. The population of adults whose disabilities impact learning requires significant opportunities for practice and repetition to learn new skills and succeed in the work environment.

Through collaboration with Partners such as the Department of Rehabilitation, Tri-Counties Regional Center, and UCP-WORK Inc., students will be placed and supported in work environments. Job coaching and other supports will assist students in applying skills from coursework and enhance opportunities for employment following the successful completion of internships.

JUSTIFICATION

INFORMATION AND TRENDS IN TRAINING AND EMPLOYMENT FOR ADULTS WITH DISABILITIES

Results of the BW Research Partnership study show that an accommodated academic vocational program for adults with disabilities bridging students to employment is not available to meet the need in southern Santa Barbara County (See Appendix B, Table 5 Training and Education Database: Relevant Associate's and Certificate Programs.) "Competitive Integrated Employment" is the current standard in the field of disability employment (<https://www.doleta.gov/wioa/Overview.cfm> See *Improves Services to Individuals with Disabilities.*) Individuals with disabilities strive for a life with employment and a living wage.

State and Federal policy have recently highlighted emphasis for adults with disabilities to be provided with optimal training for inclusion in the competitive job market. And, higher education four year colleges such as the University of California, Los Angeles (UCLA) have developed and are supporting the implementation of college level programming for individuals with disabilities, including those with intellectual impairments.

The following references are available to provide information about current trends in improving training and employment for adults with disabilities:

- The Workforce Innovation and Opportunities Act (WIOA) brings together the Adult Education and Literacy Programs, the Workforce Development System, the Department of Rehabilitation, Adult and Dislocated Worker and Youth programs, and the Employment Development Department to serve individuals with disabilities. All parties will be evaluated on the Common Measures and be accountable to the Federal government in a consolidated state report.

Highlights of the WIOA relating to individuals with disabilities include:

- Working in an integrated setting to the same extent as other similarly situated employees
- Access to the same opportunities for advancement as other employees
- Assessment, planning, and information and referral services to limit the use of subminimum wage jobs
- Preparing individuals in employer-driven training programs
- Pre-Employment Transition Services to Students with Disabilities that include:

Job exploration counseling,
Work-based learning experiences,
Counseling related to post-secondary opportunities,
Workplace Readiness training, and
Self-advocacy training.

- The State of California has adopted an Employment First Policy regarding persons with disabilities including goals for employment (California Employment First Policy (AB 1031) at https://leginfo.ca.gov/faces/billTextClient.xhtml?bill_id=201320140AB1041.) Improvement of and emphasis for transition planning for young people, beginning at age 14 years in secondary education, with consideration of post-secondary training and employment is the basis of the California Employment First Policy.
- See the U.S. Department of Labor basis for state policy at <https://www.dol.gov/odep/topics/employmentfirst.htm>.
- Also at the Federal level, in July 2010, President Obama issued an Executive Order (13548) mandating and strengthening a structure for hiring individuals with disabilities for government competitive employment (<https://www.whitehouse.gov/the-press-office/2010/07/26/eo-13548>.)
- UCLA's Tarjan Center, in the Semel Institute, offers the Pathway Program a "postsecondary education program for young adults with intellectual disabilities and autism..." <https://www.semel.ucla.edu/tarjan/education>
- The unmet need of adults with disabilities for access to in post-secondary educational programming in order to gain and maintain meaningful employment is reflected in the following statistics. "According to the US Census Bureau, in 2012, 73.1% of the California working age population worked full-time. This compares with Employment Development Department (EDD) data of 12.4% for working age regional center clients (adults with developmental disabilities) who received wages, most of them working part-time and many earning sub-minimum wage" (http://www.sccd.ca.gov/employment_data_dashboard.htm.)
- AB 1427 Trailer Bill Language references a requirement for the Department of Developmental Disabilities to create a Work Transition Project, on or before July 1, 2017. The language calls for an increase in hourly rate reimbursement for regional center providers to provide individualized transition support services for adults currently participating in group employment or other day services to competitive integrated employment.

POPULATION IN SOUTHERN SANTA BARBARA COUNTY WITH ELIGIBILITY OR INTEREST IN THE PROPOSED PROGRAM

Ensuring that adults with disabilities enroll in and benefit from a vocational certificate program is a priority at the outset of the planning for and development of the curriculum. Data have been mined from various referral sources to support the potential aggregate population with disabilities who represent potential students.

The need is anticipated for 15 - 40+ students per year based on the following information.

- According to the BW Research study, 10% to 13% of the adult population is disabled in the SBCC catchment area. (Pg. 3) Creating equal access to post-vocational education for this segment of the overall population is important.
- The BW Research study also indicates, "The majority of resources for adults with disabilities in south Santa Barbara revolve around support services; these include residential, employment, health, and community access activities." (Pg. 5) See Appendix A, Table 4 Program Database: List of Programs and Resources for Adults with Disabilities
- Tri-Counties Regional Center projects a potential applicant student population of forty-five (45.) Determining interest for a population served by the Tri-Counties Regional Center is comprised of results of the 2013 Autism

Survey as well as intuitive information from management. High school graduates and graduates of the Santa Barbara Unified School District Transition Program (18 - 22) are projected to comprise thirty (30) potential students. It is estimated that fifteen (15) adults over 22 in Santa Barbara receiving services through TCRC may be applicants.

- SBCC’s Partner, UCP WORK Inc., provides services for 172 adults with disabilities in southern Santa Barbara County. Approximately 30% of this group, or 45-55 individuals receiving services, could benefit from a Work Readiness and Career Planning program per the agency’s leadership. Some members of this population may also be reflected in Tri-Counties Regional Center’s projections.
- The Mental Wellness Center in Santa Barbara offered job-readiness training to sixty (60) clients in the current fiscal year, referred from the Department of Rehabilitation. Individuals presented with varying degrees of mental health challenges. Four (4) of these individuals were also diagnosed with Autism, two (2) individuals had a physical disability and two (2) experienced a traumatic brain injury. Twenty-nine (29) individuals completed the Center’s employment preparation course. Fifteen (15) of these students would have benefitted from coursework as requested through this proposal, according to the opinion of the instructor.
- The Department of Rehabilitation is serving 1200 adults with disabilities annually in southern Santa Barbara County. These adults are supported with funding of for-credit post-secondary education, accommodation for return to work or new employment settings and for non-credit education as well.

The breakdown according to diagnosis for this group is:

Cognitive Impairment	143
Hearing Impairment	31
Intellectual/Developmental Disability	98
Learning Disability	282
Physical Disability	169
Psychiatric Disability	290
Traumatic Brain Injury	25
Visual Impairment	24
Other	30

Individuals who are experiencing access issues to coursework due to Skills Advisories requirements include those individuals with intellectual/developmental disability, physical disability and traumatic brain injury. Many of the individuals with these particular diagnoses may not be able to successfully access training at Santa Barbara City College because the school is not able to fully accommodate their learning needs. They may need more time, more repetition, and presentation of information in different modalities to suit learning style.

Accessing vocational training from non-credit classes would increase success in completion of essential skills needed for employment. Students with Disabilities, as defined in WIOA, would be able to access the Pre-Employment Transition Services as required. Various existing Transition classes offered through Carpinteria Unified School District (SEALS), Santa Barbara Unified School District (WIN), and Santa Barbara County Schools would have the opportunity to enroll their students in the proposed Work Readiness and Career Planning class.

ALIGNMENT WITH AND SUPPORT OF THE SBCC ADULT EDUCATION BLOCK GRANT CONSORTIUM’S GUIDING PRINCIPLES, GOALS AND OBJECTIVES

Santa Barbara AEBG Vision

Using data-driven decision-making and an inclusive, collaborative and coordinated approach, improve and grow existing programs, and design new programs to meet the proven needs of adults in our region.

- The BW Research study, as well as other locally collected data from the references cited in this proposal, supported the decision to request this project.

- Collaboration between SBCC Continuing Education and its AB 104 partners will facilitate the development of the employer network for internships.
- Equal access for adults with disabilities to typical post-secondary vocational programming offered through community college environments is the basis for this new program.

Santa Barbara AEBG Mission

To provide excellence in an adult educational programming in order to accelerate transitions to transfer or career success.

Alignment of training with employment is a Federal (Department of Labor and Department of Education) as well as state of California (Department of Developmental Disabilities and Department of Rehabilitation) priority. The purpose of the development of the Work Readiness and Career Development to align training with internship experience supports acceleration to success in employment.

Santa Barbara AEBG Goals & Objectives

The overarching goals of the Consortium are:

- (1) To provide excellent programming for adults in a variety of program areas based on proven community needs;*
The need for post-secondary accommodated vocational programming is referenced and supported throughout this proposal. The purpose of provision of the programming is to fill the gap or need with best practice curriculum, partner support, and employer buy-in.
- (2) To develop student support services specifically focused on the needs of adult learners, to assist in transfer acceleration and career success;*
The infrastructure of the program, Coordinator/Counselor, Tutor(s), and a Curriculum Developer with expertise in adult learners with disability, will be key to the success of students and in the acceleration and transfer of students to further non-credit or credit coursework and/or employment.
- (3) To support innovative professional development for staff and faculty; and*
The proposal includes professional development for non-credit faculty around the learning needs of adults with disabilities in vocational training. It will be important to engage trainers with expertise in disability.
- (4) To set meaningful outcomes captured by various measurements and tools and shared with stakeholders.*
Measureable and meaning outcomes for the new program proposed include number of students enrolled, number of students with completion of the certificate and development of a network of employers in support of provision of internships.

OUTREACH AND MARKETING

PLANS TO INCREASE ENROLLMENT

Through the AB86 and AB104/AEBG planning work, community agencies have been working collaboratively on this project for over two years; a foundation has been established to support outreach to the target student population of adults with disabilities.

Agencies supporting this program that will be involved in the outreach and marketing include, but are not limited to, the Department of Rehabilitation, Santa Barbara City College Non-Credit Programs, Santa Barbara City College Disabled Student Programs and Services Department, Carpinteria Unified School District, Santa Barbara Unified School District, UCP WORK Inc., Tri-Counties Regional Center, Santa Barbara Special Education Local Plan Area, and Mental Wellness Center.

Each agency and institution plans to implement awareness building and marketing efforts to cooperatively:

- 1) Post information about classes and work experiences on their websites,

- 2) Meet individually with clients/students and their families to share information about the program,
- 3) Host exhibits at the annual Transition Fair sponsored by the Special Education Local Plan Area, and
- 4) Use existing Individual Plan meetings for guidance and counseling referrals to the program.

ACTIVITY CHART

See Document

TOTAL BUDGET REQUESTED \$110,000

1000/2000/3000 Personnel and Benefits Total of \$80,000

- a. .5 FTE Program Coordinator/Counselor
- b. Adjunct Non-credit Instructor(s)
- c. Tutor(s) for classroom support, homework and computer training

1000/2000/3000 Detail

4000 Instructional Supplies and non-instructional supplies \$10,000

Computer for Program Coordinator/Counselor
 Office Space for Program Coordinator/Counselor
 Instructional Supplies

5000 Consultants, Meetings, Professional Development \$20,000

Curriculum Developer, Conferences and Training for Non-Credit staff, Site Visits to similar programs

5000 Detail

Current number of students served:	0
Target number of new students served for 2016-17:	15 -20

What is your sustainability plan for this activity when funding is no longer available?

1. In the coming year, Department of Rehabilitation (DOR) will collaborate with SBCC Continuing Education to apply for and develop a WorkAbility II Cooperative program. Using an in-kind match for time of SBCC staff providing direct services to adults with disabilities supported by DOR, such as the Program Coordinator/Counselor, Adjunct Non-Credit Instructor(s), and Tutor(s), DOR will be able to draw down federal dollars to fund paid Work Experience (Internship experiences) and Employment Services.
2. A service budget from DOR will pay for participants' training and placement expenses (example: books, work clothes, tools, job coaching, transportation.)
3. The Program Coordinator/Counselor will work with students to access services through Department of Rehabilitation (DOR), linking them to internship and employment opportunities.
4. Further vocational training for adults with disabilities through SBCC Continuing Education may also be funded by DOR.