

California Competitive Integrated Employment Blue Print

Orange County Local Partnership Agreement

Glossary of Terms, Phrases & Acronyms

Academic Accommodation Plan (AAP)- This plan may take different forms and have different titles at each community college. The important factor is that there is a record of the academic adjustments, auxiliary aids services and/or instruction approved for each student. There may be a single accommodation plan generated when the student first applies for DSPS services, which is then referred to while determining appropriate academic adjustments, auxiliary aids and services per class, per academic term. Or there may be multiple accommodation plans, which list the academic adjustments, auxiliary aids services and/or instruction determined and documented for each class in each academic term. Regardless of the format, the requirement is that there must be a record of the interactive process and the academic adjustments, auxiliary aids services and/or instruction that have been approved for the student for each class.

Adult Day Health Centers/Community Based Adult Services – RCOC services and supports focus on individual's health and medical needs. All services and activities are site-based. Program is funded by MediCal/CalOptima. Services are provided up to 5 days per week, 6 hours per day.

Accommodations – Modifying a job, job site, or the way in which a job is done so that a person with a disability can have equal access to all aspects of work. Job accommodations can make it possible for people with disabilities to: apply for jobs, perform essential job functions, be as productive as their co-workers, accomplish tasks with greater ease or independence. Job accommodations also allow people with disabilities access to the cafeteria, company-provided transportation or other company privilege or incentive.

Achieving a Better Life Experience (ABLE) Act of 2014 – An amendment to Section 529 of the Internal Revenue Service Code of 1986 that allows individuals with disabilities to create a tax-free savings account. The bill aims to ease financial strains by making a tax-free savings account to cover qualified expenses such as education, housing, and transportation.

Adult Day Services - include Activity Centers, Adult Day Health Care Programs, Adult Day Programs, and Behavior Management Programs, as defined by CCR Title 17 § 54302. The curriculum for these programs can include training in the areas of self-advocacy, self-care, community integration, and vocational training. Vocational training may include volunteering and/or employment opportunities. Staffing ratios vary depending on the program design for each program and the individual needs of the consumer.

America's Job Center/One Stop Career Center – Job/Career Centers located throughout California that provide access to the state's employment-related services including skill assessment, assistance in searching for employment and training opportunities, job application preparation. <http://www.americasjobcenter.ca.gov/>

Americans with Disabilities Act (ADA) – Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training and other terms, conditions and privileges of employment.

Apprenticeships – Formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing or drafting. Many apprenticeships include paid work components.

Area Work Incentives Coordinator (AWIC) – Employment support experts who coordinate and/or conduct public outreach on work incentives in their local areas; provide and/or coordinate and oversee training on the Social Security Administration’s employment support programs for all personnel at local Social Security offices; handle sensitive or high profile disability work-issue cases, if necessary; and monitor the disability work-issue workloads in their areas.

<http://www.socialsecurity.gov/redbook/eng/resources-supports.htm#a0=1>

Assembly Bill 60 (AB 60) – Requires the Department of Motor Vehicles to issue an original driver license to an applicant who is unable to submit satisfactory proof of legal presence in the United States. Driver license applicants under AB 60 must meet all other qualifications for licensure and must provide satisfactory proof of identity and California residency.

<http://dmv.ca.gov/portal/dmv/detail/ab60/index>

Assembly Bill 86 (AB 86) – Grant funds are provided to regional consortiums to create and implement a plan to better provide adults in the region with all of the following: Basic Skills including classes required for Diplomas, including High School Equivalency diplomas; Classes for immigrants eligible for education services in citizenship, English as second language and workforce preparation classes in basic skills; Education programs for adults with disabilities; Short term career technical education programs with high employment potential; Programs for apprenticeships. <http://ab86.cccco.edu/>

Assembly Bill 1041 (AB 1041) – The Employment First Policy was enacted in California in 2013. This policy makes it the “highest priority” that the developmental services system strives to make integrated, competitive employment a strong option for individuals with developmental disabilities.

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Employment%20First%20Policy%20Summary%20SCDD%20CECY.pdf

Assembly Bill 1147 (AB 1147) – This bill permits individuals with medical fragility, including individuals who utilize assistive technology or have terminal illness, to remain at their current Pediatric Day Health and Respite Care (PDHRC) facility in a separate “transitional care unit” after they turn 22 years of age. Past law only allowed these individuals to remain in their PDHRC facility until the age of 22 and then forced them to search for traditional long-term care which is fragmented and did not provide the same essential choices to individuals and their families. On August 13, 2015, the bill was passed by Governor Brown.

<http://ad77.asmr.org/legislation/health-facilities-pediatric-day-health-and-respite-care-facilities>

Assistive Technology Devices – Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

Assistive Technology Services – Any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device, including: (1) The evaluation of the needs of an individual with a disability, including a functional evaluation of the individual in his or her customary environment; (2) Purchasing, leasing, or otherwise providing for the acquisition by an individual with a disability of an assistive technology device; (3) Selecting,

designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (4) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (5) Training or technical assistance for an individual with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the individual; and (6) Training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of individuals with disabilities, to the extent that training or technical assistance is necessary to the achievement of an employment outcome by an individual with a disability.

Assistive Technology Training – A process to teach individuals with a disability how to use assistive technology devices that will allow greater success in employment and in independent living.

Autism Spectrum Disorder (ASD) – A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the individual’s educational performance is adversely affected primarily because the individual has an emotional disturbance.

Behavior Management Programs – RCOC curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Behavior Plans to be developed by program’s behavior specialist/consultant and implemented by program staff. Services are provided 5 days per week, 6 hours per day. Staffing ratios are based on individual’s needs (1:1, 1:2, 1:3).

Belmont Report – A report written by the National Commission on Protection of Human Subjects of Biomedical & Behavioral Research that summarizes the basic ethical principles that guide the conduct of human research. There are six key areas of responsibility: Engage, Three Principals, Humanity, Integrity, Culture, and Scrutiny.

Benefits Planning – A process to understand the importance of working, in the context of a quality life and self-sufficiency, while continuing to receive needed benefits, including Medi-Cal. This includes submitting proper reporting documents to the Social Security Administration.

Benefits Planning Query (BPQY) – The BPQY provides information about a beneficiary’s disability cash benefits, health insurance, scheduled continuing disability reviews, representative payee, and work history, as stored in SSA’s electronic records. The information contained in a BPQY provides customized information on SSA’s employment support programs to beneficiaries with disabilities who want to start or keep working.

<http://www.socialsecurity.gov/redbook/eng/resources-supports.htm#a0=2>

Blind Work Expenses (BWE) – Individuals who are blind and are receiving Social Security Disability benefits under SSI are eligible for Blind Work Expenses (BWE). BWE allows a blind person to exclude from their earned income all expenses that enable the person to work. The excluded expenses do not need to be related to blindness. Some examples of BWE include:

service animal expenses; transportation to and from work; federal, state, and local income taxes; social security taxes; attendant care services; visual and sensory aids; translation of materials into Braille; professional association fees; and union dues. <http://www.disability-benefits-help.org/glossary/blind-work-expenses>

Business Advisory Committee (BAC) – Comprised of representatives from local employers, the committee members will support the objectives of CCI by participating in periodic meetings and providing information to local program staff on issues such as labor market projections and new training and employment opportunities. Further, these employers will help create opportunities for youth to engage in volunteer work, on-the-job training, and paid employment.

CalFresh – The CalFresh Program, federally known as the Supplemental Nutrition Assistance Program (SNAP), is designed to promote the general welfare and to safeguard the health and well-being of the population by raising the levels of nutrition among low income households. The program issues monthly electronic benefits that can be used to buy most foods at many markets and food stores.
<http://www.cdss.ca.gov/foodstamps/>

California Career Pathway Trust – A fund created by Assembly Bill 86 that will provide competitive grants to districts to support career pathways programs, strengthen K-14 alignment, and build scalable work-based learning infrastructure. The priorities are: Prioritize work-based learning opportunities for students in partnership with regional business/industry; Define regional labor market options that identifies high-skill, high wage job, high growth industry sectors and establish / strengthen regional collaborations between business and education; Develop and integrate standards-based academics with career relevant, sequenced curriculum; Articulate pathways from high school to post-secondary education and training; Ensure pathway programs lead to post-secondary degrees or certificate. <http://linkedlearning.org/policy/california-career-pathways-trust/>
<http://www.cde.ca.gov/ci/ct/pt/>

California Children's Services (CCS) – A state program that provides diagnostic and treatment services, medical case management, and physical and occupational therapy services to children under age 21 with CCS-eligible medical conditions. Examples of CCS-eligible conditions include, but are not limited to, chronic medical conditions such as cystic fibrosis, hemophilia, cerebral palsy, heart disease, cancer, traumatic injuries, and infectious diseases producing major sequelae. CCS also provides medical therapy services that are delivered at public schools.

California Department of Education (CDE) – A state department partner of CaPROMISE. CDE is the agency that oversees public education in California and aims to collaborate with educators, schools, parents, and community partners to prepare students to live, work, and thrive in a highly-connected world. <http://www.cde.ca.gov/>

California High School Exit Exam (CAHSEE) – High school students in California are required to pass the CAHSEE, however some students with disabilities do not have to pass this test. Students first take this test in grade ten. If they do not pass the test in grade ten, they have more chances to take the test in grades eleven and twelve.

California Work Opportunity and Responsibility to Kids (CalWORKs) – CalWORKs is a welfare program that gives cash aid and services to eligible California families in need of

assistance. If a family has little or no cash and needs housing, food, utilities, clothing or medical care, they may be eligible to receive immediate short-term help. Families that apply and qualify for ongoing assistance receive money each month to help pay for housing, food and other necessary expenses. <http://www.cdss.ca.gov/calworks/default.htm>

Career Assessments – Series of batteries that come in a variety of forms and rely on both quantitative and qualitative methodologies. Career Assessments can help individuals identify interests, personality, values and skills to determine how well they match with a certain career. They can also provide insight as to what experience, education, and training is needed for a career they wish to pursue.

Career Awareness – In this phase of career development planning, is to understand how personal work-related values applies to opportunities through the world of work. Developing your career awareness means gaining knowledge of career paths and job opportunities and the skills and qualifications necessary to be successful in these positions.

Career Coaches (CC) – Individuals who are employed by the local education agency partners and serve as the primary case managers for the students in CCi.

Career Counseling & Information & Referral (CC&I&R) – Prior to working & while continuing in subminimum wage employment an individual with a disability must be provided with career counseling and informational & referral services. If an individual refuses CC&I&R, they cannot enter, or they can no longer work, in a subminimum wage job.

Career Exploration – Involves visits by youth to workplaces to learn about jobs and the skills required to perform them. Visits and meetings with employers and people in identified occupations outside of the workplace are also types of career exploration activities from which you can learn about jobs and careers. (Luecking, 2009)

Career Index Plus – Website that provides easy, convenient and quick access to all of the best-of-breed labor market and occupational, job openings and training provider information in a few clicks. It shows localized, state projections data from state labor market information divisions and career exploration tolls including “top 50” lists of local occupations including best outlook for entry level positions, high wage high demand/ high skills occupations, fastest growth and more.

Career Occupational Preference System (COPS) – The COPS Interest Inventory consists of a series of items, providing job activity interest scores related to 14 different career clusters. Each cluster corresponds to high school and college curriculum, as well as current sources of occupational information. The COPS interpretive material emphasizes a “hands-on” approach to career exploration, featuring career and educational planning worksheets, along with a listing of suggested activities to gain experience.

Career Pathways – Small groups of occupations within a career cluster. Occupations within a pathway share common skills, knowledge, and interests. The development of strategies to support the use of career pathways for the purpose of providing individuals, including individuals with disabilities, with workforce investment activities, education, and supportive services to enter or retain employment is written into WIOA Title I Adult Programs and Services, Dislocated Workers and Youth Programs. RSA strives to promote access to career pathways into education, training, and employment opportunities leading to economic self-sufficiency in the 21st century

through the development of high quality formula and discretionary grants that align with the provisions under WIOA and the program's mission.

Career Readiness Education – A paradigm in education that focuses on career and/ or college readiness as a goal for K-12 education. Institutions may set their own definitions and metrics, but generally career readiness education models focus on preparing students to go into the workforce or further technical/career training pathways. With this goal in mind, states may work to make community college courses or internships available to high school students.

Career Services – Formerly known as WIA core and intensive services. There is no required sequence of services, enabling job seekers to access training immediately.

Career Speakers – Provide an overview of a specific job or career area. The speaker typically presents to a class, large group, or small group of students for a short period of time. Artifacts and/or photos are used to enhance the presentation. These sessions are typically informative, motivational, and provide recommendations for additional career exploration activities.

Career Technical Education (CTE) – A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

Cash Assistance Program for Immigrants (CAPI) – A state-funded program designed to provide monthly cash benefits to non-citizens who are age 65 or over, blind, or have a disability, and are ineligible for Supplemental Security Income/State Supplementary Payment (SSI/SSP) solely due to their immigration status.

<http://www.cdss.ca.gov/agedblinddisabled/PG1420.htm>

Childhood Disability Benefits (CDB) – Adults who have a disability that began before they turned 22 can get other benefits through Social Security called Childhood Disability Benefits (CDB). These benefits are based on the taxes their parents paid into the Social Security system. Unlike SSDI benefits, you do not need to have worked to qualify for CDB. To be eligible for CDB, an individual's parents must be getting SSDI benefits or Social Security retirement benefits (RSDI), or have died and worked long enough under Social Security to qualify the individual for CDB. https://ca.db101.org/ca/programs/income_support/ssdi/program2b.htm

College to Career (C2C) – Programs of instruction designed to provide youth with intellectual disabilities (ID) and autism with higher education and vocational training. C2Cs are located at the following eight California Community College campuses/districts: College of Alameda, Sacramento City College, Fresno College, Shasta College, and West Los Angeles College, Santa Rosa Jr. College, San Diego County Community College District (includes City, Mesa, Miramar, and Continuing Education campuses), and North Orange County Community College District (includes Anaheim, Cypress, and Wilshire campuses).

<http://www.semel.ucla.edu/opendoors/college-career>

Community Based Instruction (CBI) – Educational instruction in naturally occurring community environments providing students with “real life experiences.” The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today.

Community-Based Programs and Site-Based Programs – RCOC curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Services are provided 5 days per week, 6 hours per day. Staffing ratios and activities vary depending on the program's design.

Competitive Earnings – The individual performs full or part-time work in which he or she earns at least the higher of the minimum wage rate established by the federal or applicable state law. In addition, the individual's earnings must be at least equal to the legally established local minimum wage rate if that rate is higher than both the Federal and State rates. Additionally, the individual with the disability must be eligible for the same level of benefits provided to employees without disabilities in similar positions.

Competitive Employment – Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities.

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Employment%20First%20Policy%20Summary%20SCDD%20CECY.pdf

Competitive Integrated Employment (CIE) – Employment in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons.

http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Employment%20First%20Policy%20Summary%20SCDD%20CECY.pdf

Continuing Disability Review (CDR) – Social Security periodically reviews an individual's disability or blindness to decide if they still have a disability or blindness. Individuals who no longer have a disability or blindness will stop receiving benefits. The review is conducted approximately once every 3 years, but the frequency of review depends on the expectations for the disability to improve or not improve over time. <https://www.socialsecurity.gov/ssi/text-cdrs-ussi.htm>

Customized Employment – Competitive integrated employment for an individual with a significant disability that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability and the business needs of the employer and carried out through flexible strategies, such as: (1) job exploration by the individual; (2) working with an employer to facilitate placement including: customizing a job description based on current employer needs or on previously unidentified and unmet employer needs; developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location; representation by a professional chosen by the individual, or self-representation of the individual, in working with an employer to facilitate placement; and providing services and supports at the job location.

Deaf-Blindness – Concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

Deafness – A hearing impairment so severe that an individual is impaired in processing linguistic information through hearing, with or without amplification, and that adversely affects the individual's educational performance.

Department of Developmental Services (DDS) – DDS is the agency through which the State of California provides services and supports to individuals with developmental disabilities, including intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through state-operated developmental centers and community facilities, and contracts with 21 nonprofit regional centers. <http://www.dds.ca.gov/>

Department of Health Care Services (DHCS) –DHCS funds health care services for Medi-Cal members. Other services provided include California Children's Services; Child Health and Disability Prevention program; the Genetically Handicapped Persons Program; the Newborn Hearing Screening Program; the Family Planning, Access, Care, and Treatment (PACT) program; Program of All-Inclusive Care for the Elderly (PACE), Every Woman Counts, and Coordinated Care Management. <http://www.dhcs.ca.gov/Pages/default.aspx>

Department of Rehabilitation (DOR) – The leading coordinating agency for CaPROMISE. DOR provides services and advocacy, including consultation, counseling, vocational rehabilitation, and collaboration with community partners, to assist people with disabilities to live independently, become employed and have equality in the communities in which they live and work. <http://www.rehab.cahwnet.gov/>

Department of Social Services (DSS) – A state department partner of CaPROMISE. DSS provides aid, services, and protection to needy and vulnerable children and adults in ways that strengthen and preserve families, encourage personal responsibility, and foster independence. DSS oversees the county welfare departments and administers various community organizations. Among its divisions are the Adult Programs Division, Welfare to Work, and the Disability Determination Service, which determines the medical eligibility of California residents with disabilities seeking SSI/SSP benefits. <http://www.cdss.ca.gov/cdssweb/PG190.htm>

Disability Benefits 101 (DB 101) – Disability Benefits 101 provides tools and information on employment, health coverage, and benefits. Users can plan ahead and learn how work and benefits go together.

Disability Employment Initiative (DEI) – A collaborative effort between the United States Department of Labor's (DOL) Employment and Training Administration (ETA) and the Office of Disability Employment Policy (ODEP). DEI awards cooperative agreements to state Workforce Investment Act (WIA) entities to improve state and local level coordination and collaboration among employment and training programs and build effective community partnerships that leverage public and private resources to better serve individuals with disabilities and improve employment outcomes. http://www.dei-ideas.org/chapter0/homepage11_public.cfm

Disability Rights California (DRC) – Disability Rights California works to bring about fairness and justice for people with disabilities. To reach those goals of fairness and justice, DRC provides the following services: filing lawsuits on behalf of individuals or groups, investigating charges of abuse and neglect, building peer/self-advocacy groups, forging community partnerships,

advocating for change in laws, regulations, and public policy, and providing information to those who may not know about their rights.

Disabled Students Programs & Services (DSPS) – [DSPS](#) provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. DSPS assists colleges and universities to meet the requirements of federal and State non-discrimination laws, including Sections 504 and 508 of the federal Rehabilitation Act, the Americans with Disabilities Act (ADA), The Americans with Disabilities Amendment Act (ADAA), and State Government Code Sections 11135-11139.5. College and university students with disabilities may seek these programs and services by visiting the DSPS office at their college campus. The DSPS program may also be called Accessibility Coordination Center and Educational Support Services (ACCESS), Accessibility Support Center (ASC), Disability Resource Center (DRC), Services for Students with Disabilities (SSD), Special Programs and Services (SPS), or Student Accessibility Services (SAS).

Emotional Disturbance – A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Employment Development Department (EDD) – A state department partner of CaPROMISE. EDD is responsible for the state programs involving unemployment insurance, State Disability Insurance (SDI), payroll tax collection, and job training/workforce services. <http://www.edd.ca.gov/>

Employment First Policy - On October 9, 2013, Governor Brown signed AB 1041 (Chesbro), which establishes in statute an Employment First Policy. California became the 12th state to enact an employment first policy in law.

Employment First Policy from WIC Sect. 4869(a)(1) - It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

The Employment First Policy was established “in furtherance of the purposes of this division (the Lanterman Act) to make services and supports available to enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age, to support the integration of persons with developmental disabilities into the mainstream life of the community, and to bring about

Employment First Programs – RCOC curriculum of services to include: self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Employment component of program must be integrated with competitive pay. Support

hours can be flexible, based on individual's work schedule. Job coaching at job site is up to 100% of hours worked, typically at 1:1 staffing ratio.

Employment Network (EN) – An entity that contracts with the Social Security Administration to either provide or coordinate the delivery of the necessary services to Social Security disability beneficiaries. The EN can be a single person, a partnership/alliance (public or private), or a consortium of organizations collaborating to combine resources to serve eligible people.

<http://www.ssa.gov/pubs/EN-05-10065.pdf>

Employment Outcome – Includes only those outcomes in competitive integrated employment or supported employment. This includes retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, the practice of a profession, self-employment, homemaking, farm or family work (including work for which payment is in kind rather than cash), extended employment in a community rehabilitation program, supported employment, or other gainful work.

Entrepreneurship v. self-employment – While both an entrepreneur and someone who is self-employed may own their own businesses, there are differences in the two. Self-employment implies that the individual's output, whether it be a product or a service, is so integral to the enterprise that it is synonymous with it. An example of a self-employed person would be a business consultant who sells their expertise with clients. An entrepreneur, on the other hand, starts a business and plans to manage its operations and output. www.disability.gov/resource/entrepreneurship-frequently-asked-questions.

Every Student Succeeds Act, or ESSA – Signed into law in 2015, ESSA succeeds the No Child Left Behind Act. The legislation sets standards for college and career readiness, assessments, performance and school ratings, and accountability, and leaves room for innovation in education.

Expedited Reinstatement (EXR) – Individuals whose benefits ended because they worked and had earnings can request that their benefits start again without having to complete a new application. Individuals may receive provisional (temporary) benefits for up to 6 months while the Social Security Administration determines whether they are eligible to receive benefits again. Individuals may be eligible for Expedited Reinstatement if they are an SSDI or SSI beneficiary who (1) stopped receiving benefits because of earnings from work, (2) is unable to work or perform substantial gainful activity, (3) has a disability because of an impairment(s) that is the same as or related to the impairment(s) that allowed them to get benefits earlier, and (4) make the request within 5 years from the month their benefits ended.

<https://www.socialsecurity.gov/disabilityresearch/wi/exr.htm>

Fair Labor Standards Act (FLSA) - A United States law (US Department of Labor) which sets out various labor regulations regarding interstate commerce employment, including minimum wages, requirements for overtime pay and limitations on child labor. The Fair Labor Standards Act is one of the most important laws for employers to understand since it sets out a wide array of regulations for dealing with employees.

Family Resource Center (FRC) – The local organization that will provide support for family members in the experimental group. The Family Resource Centers are part of a larger coalition, the Family Resource Centers Network of California (FRCNA). Individually, each FRC has their own and vision based on location and the families they serve.

Family Resource Centers Network of California (FRCNCA) – The Family Resource Centers Network, a coalition of 47 Centers serving 58 counties, share a common mission - to support families of children with disabilities, special healthcare needs, and those at risk by ensuring the continuance, expansion, promotion and quality of family-centered, parent-directed, family resource centers. All share the same quality Indicators and Standards as Family Resource Centers. All Centers also share some of the same core services including parent to parent support, resources, referral, information, parent-professional collaboration. Additionally, all Centers are parent staffed or parent directed. <http://www.frcnca.org/>

Federal Benefit Rate (FBR) - The maximum dollar amount paid to individuals who receive Social Security Disability benefits under SSI. Also called the Federal Payment Standard or the SSI Standard Benefit Amount, the Federal Benefit Rate is linked to the consumer price index. If the consumer price index increases, so does the Federal Benefit Rate. <http://www.disability-benefits-help.org/glossary/federal-benefit-rate>

Family Education Rights and Privacy Act (FERPA) – Protects the privacy of student education records.

Financial Planning for Independence – This term encompasses, benefits planning, budgeting and use of financial resources for attaining economic self-sufficiency. This is CaPROMISE expanded definition for the traditional term of “benefits planning”.

Functional Skills – Functional skills are those needed for independent living such as cooking, meal planning, shopping, using or managing money, using public transportation and knowing safety procedures in the home and community.

General Assistance/General Relief (GA/GR) – A program designed to provide relief and support to adults in need who are not supported by their own means, other public funds, or assistance programs. Each county's GA/GR program is established and funded (100 percent) by its own Board of Supervisors. As the state is not involved in this program, benefits, payment levels, and eligibility requirements will vary among each of California's 58 counties. For further information or to apply for the GA/GR Program, individuals should contact the Department of Social or Human Services in their county of residence.

Group Supported Employment Program (Group SEP) – These supports and advocacy services provided to individuals are related to employment. Individuals receiving services work in integrated settings and receive competitive pay, or are working towards receiving competitive pay. Job development and initial job coaching services are funded by the Department of Rehabilitation, Habilitation Program. Groups typically include a minimum of 4 individuals. The group receives support from SEP job coach 100% of the hours worked at job site.

Group Transition Services - Examples of group transition services include: class tours of universities and vocational training programs, employer/business site visits, career fairs and business partner provided mock interviews and resume writing support.

Guided Pathways – This framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework

also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience. Check out information regarding Guided Pathways from the California Community Colleges Chancellor's Office:

<http://cccgp.cccco.edu/About-Guided-Pathways>

Health & Human Services Agency (HSS) – The state department that oversees departments, boards, and offices that provide a wide range of health care services, social services, mental health services, alcohol and drug treatment services, public health services, income assistance, and services to people with disabilities. <http://www.chhs.ca.gov/Pages/Default.aspx>

Health Insurance Portability and Accountability Act (HIPAA) – HIPPA refers to the federal Health Insurance Portability and Accountability Act of 1996. The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs.

Hearing Impairment – An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deafness."

Housing & Urban Development (HUD) – The principal Federal agency responsible for programs concerned with the nation's housing needs, fair housing opportunities, and improvement and development of the nation's communities. HUD oversees the Housing Choice Voucher Program Section 8. <http://portal.hud.gov/hudportal/HUD>

Housing Choice Voucher Program Section 8 – The federal government's major program for assisting very low-income families, the elderly, and the disabled to afford decent, safe, and sanitary housing in the private market. Housing assistance is provided on behalf of the family or individual so participants are able to find their own housing, including single-family homes, townhouses and apartments. The participant is free to choose any housing that meets the requirements of the program and is not limited to units located in subsidized housing projects. http://portal.hud.gov/hudportal/HUD?src=/topics/housing_choice_voucher_program_section_8

Impairment Related Work Expenses (IRWE) – Expenses incurred from the purchase or payment related to special equipment, training, or anything else directly related to an individual's ability to perform work with their impairment. Social Security Disability benefits generally allow individuals to deduct all impairment related work expenses when reporting income. The amount paid to cover impairment related work expenses is not counted against individuals when determining if they are gainfully employed for Social Security Disability purposes. Impairment related work expenses may also be deducted before calculating the amount of SSI benefit is to be reduced as a result of income.

Independent Living Center (ILC) – A consumer controlled, community based, cross disability, nonresidential private nonprofit agency that is designed and operated within a local community by individuals with disabilities. Independent living services maximize the ability to live independently in the environment of their own choosing. There are 28 independent living centers in California.

Individual Career Action Plan (ICAP) – Specialized employment and career action planning document for youth in Work-Based Learning model.

Individualized Education Program (IEP) – Required by IDEA, and used in K12 educational agencies for individual student planning. The IEP is developed by a team of people such as parents, teachers and psychologists. The IEP describes the direction a student with special needs will be going in the future and how to get there.

Individualized Habilitation Plan (IHP) – A written plan of intervention and action, outlining both the prioritized goals and objectives being pursued by each individual. The IHP is a single plan that includes all aspects of the individual's life, such as relationships, residential, educational, behavioral, recreational, vocational, and medical. A team of those involved with the individual meet once per year to discuss how to better serve and assist them in achieving their dreams.

Individualized Plan for Employment (IPE) – A term used by the California Department of Rehabilitation to refer to the contract between the client and the CDOR. The IPE contains important information on the client's employment goal, and what services and supports the CDOR has agreed provide to assist the client in meeting that goal.

Individual Program Plan (IPP) – This written plan is similar to an Individualized Education Program (IEP). It outlines special services, goals and objectives for a person who needs individualized help because of a developmental disability. The Regional Center and the Consumer develop the IPP. An Individualized Family Service Plan (IFSP) is developed by Regional Center and the family of an infant (up to age 3).

Individual Supported Employment (Individual SEP) - Individual support and advocacy services provided to individuals are related to employment. Individuals receiving services work in integrated settings and receive competitive pay. Job development and initial job coaching services are funded by the Department of Rehabilitation, Habilitation Program. Individuals receive ongoing support from SEP job coach at 20% of the hours worked per month, which is funded by RCOC.

Individuals with Disabilities Education Act (IDEA) – The federal law which, in the United States, guarantees a Free Appropriate Public Education (FAPE) is made available to eligible children. Protections under the law apply only to children with specific disabilities, including intellectual disability, deafness, blindness, and autism. <http://idea.ed.gov/explore/home>

Individuals with Disabilities Education Act (IDEA) Transition Services - A coordinated set of activities for a student, designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including: post-secondary education, vocational education, integrated employment (including supported employment & supported self-employment), continuing & adult education, adult services, independent living or community participation.

Individual Transition Plan (ITP) –The ITP is the template for mapping out long-term adult outcomes from which annual goals and objectives are defined. The ITP must be based on the student's needs, preferences and interests and reflect the student's own goals. Objectives, timeliness, and people responsible for meeting the objectives should be written into the ITP (and made part of the IEP). It is important to understand that transition planning and development of the ITP are part of the IEP process.

Informational Interview – Is an informal conversation with someone working in a career/job of

interest, who provides information and advice. It is an effective research tool in addition to reading books, exploring the Internet and examining job descriptions. It is not a job interview, and the objective is not to find job openings.

In Home Supportive Services (IHSS) – Helps pay for services so that individuals can remain safely in their own home. To be eligible, an individual must be over 65 years of age, or blind, or have a disability. Children with disabilities are also potentially eligible for IHSS. IHSS is considered an alternative to out-of-home care, such as nursing homes or board and care facilities. The types of services which can be authorized through IHSS are housecleaning, meal preparation, laundry, grocery shopping, personal care services (such as bowel and bladder care, bathing, grooming and paramedical services), accompaniment to medical appointments, and protective supervision for the mentally impaired.

<http://www.cdss.ca.gov/agedblinddisabled/PG1296.htm>

Integrated Competitive Employment – Full time or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. Source: “Secondary Transition Planning: The Basics”

<http://www.venturacountyselpa.com/Portals/45/usersdata/Transition/Books/TransitionPlanningTheBasics2015.pdf>

Integrated Setting – A work setting in a typical labor market site where people with disabilities engage in typical daily work patterns with co-workers who do not have disabilities and where workers with disabilities are not congregated. Sheltered workshops do not constitute integrated setting. Additionally, individuals with disabilities have the opportunity to interact with non-disabled co-workers during the course of performing their work duties to the same extent that their non-disabled co-workers have to interact with each other when performing the same work. (This does not include employees of the community rehabilitation program.)

Intellectual Disability – A disability characterized by significant limitations in general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behavior and manifested during the developmental period, that adversely affects an individual’s educational performance.

Internships - Internships are formal agreements whereby a youth is assigned specific tasks in a workplace over a predetermined period of time. Internships may be paid or unpaid, depending on the nature of the agreement with the company and the nature of the tasks. (Luecking, 2009)

Interwork Institute – Center for Distance Learning (II-CDL) – This division of the Interwork Institute at San Diego State University will provide the support for all technology related activities.

Job Accommodations Network (JAN) – This service provides free, expert, and confidential guidance on workplace accommodations and disability employment issues. The JAN also helps people with disabilities enhance their employability and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace. <https://askjan.org/>

Job Club – Also known as job search or a networking club, which consists of formal and informal groups of job seekers. The purpose of a job club is to assist with the job search process and to provide and receive job search support and advice.

Job Coaching- Job coaching refers to the training of an employee by an approved specialist, who uses structured intervention techniques to help the employee learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts. In addition to job-site training, job coaching includes related assessment, job development, counseling, advocacy, travel training and other services needed to maintain the employment. www.jobcorps.gov

Job Corps – This is a program administered by the United States Department of Labor that offers free-of-charge education and vocational training to young men and women ages 16 to 24. One of the oldest social programs in the federal government today, the Job Corps tries to help young people from disadvantaged backgrounds complete their high school education and get a good start in the working world. The program has trained and educated two million individuals since it was first established during the Great Society era of the 1960s. Job Corps participants receive not only job assistance and education, but also room and board during their time in the program, which can last up to two years. In spite of its altruistic mission, the Job Corps has long been a source of debate between liberals and conservatives over the program's continuation and funding.

Job Sampling / Work Sampling - Work Sampling is work by a youth that does not materially benefit the employer but allows the youth to spend meaningful time in a work environment to learn aspects of potential job task and "soft skills" required in the workplace. (Luecking, 2009)

Job Shadowing – Allows an individual to observe the work of a seasoned professional. Essentially, job shadowing involves working with an employee who can teach aspects related to the job, organization, certain abilities needed for the job and typical work behaviors. - Job Shadowing is extended time, often a full workday or several workdays, spent by a youth in a workplace accompanying an employee in the performance of his or her daily duties. (Luecking, 2009)

Learning Disability – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

Legal Protection – Disability related laws including, Americans with Disabilities Act (ADA), The Rehabilitation Act of 1973, Section 504, and Lanterman Developmental Disabilities Services Act.

Local Education Agency (LEA) – means a public board of education or other public authority legally constituted within the State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of the State, or for a combination of school districts or counties that is recognized in the State as an administrative agency for its public elementary schools or secondary schools.

Local Partnership Agreement (LPA) - Local Partnership Agreements are the result of conversations. They articulate the ways in which local partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD. These agreements provide the opportunity for each set of local partners to determine what strategies will work best for individuals with ID/DD.

Medi-cal/Medicaid – Medi-Cal is California's Medicaid program. This is a public health insurance program which provides needed health care services for low-income individuals including families with children, seniors, persons with disabilities, foster care, pregnant women, and low-income people with specific diseases such as tuberculosis, breast cancer or HIV/AIDS. Medi-Cal is financed equally by the State and federal government. <http://www.dhcs.ca.gov/services/medi-cal/Pages/default.aspx>

Medicare – Medicare is the federal health insurance program for people who are 65 or older, certain younger people with disabilities, and people with End-Stage Renal Disease (permanent kidney failure requiring dialysis or a transplant, sometimes called ESRD). <http://www.medicare.gov/sign-up-change-plans/decide-how-to-get-medicare/whats-medicare/what-is-medicare.html>

Mentoring - Mentoring is a person who through support, counsel, friendship, reinforcement and constructive example helps another person, usually a young person, to reach his or her work and life goals. Mentoring relationships provide valuable support to young people, especially those with disabilities, by offering not only academic and career guidance, but also effective role models for leadership, interpersonal and problem-solving skills. (Office of Disability Employment Policy, 2012)

Multiple Disabilities – Concomitant [simultaneous] impairments (such as intellectual disability-blindness, intellectual disability-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

National Council on Disability (NCD) – The independent federal agency responsible for advising the President, Congress, and other federal agencies regarding policies, programs, practices, and procedures that affect people with disabilities. <http://www.ncd.gov/>

Natural supports – Include the personal associations and relationships typically developed in the community that enhance the quality of life for individuals with disabilities. Natural supports may include family members, friends, neighbors, co-workers and others in the community or organizations that serve the general public that provide voluntary support to help an individual with a disability achieve agreed upon outcomes.

Office of Disability Employment Policy (ODEP) – A sub-cabinet level policy agency in the U.S. Department of Labor. ODEP's mission is to develop and influence policies and practices that increase the number and quality of employment opportunities for people with disabilities. <http://www.dol.gov/odep/#>

Office of Special Education Programs (OSEP) – OSEP operates within the Office of Special Education and Rehabilitative Services (OSERS), which is overseen by the US Department of Education. OSEP is the Federal agency that provides the Federal Project grant leadership.

Office of Special Education and Rehabilitative Services (OSERS) – An office within the US Department of Education. OSERS works to provide leadership to achieve full integration and participation in society of people with disabilities by ensuring equal opportunity and access to, and excellence in, education, employment and community living.

On-the-Job Training (OJT) – Employee training at the place of work while he or she is doing the actual job. Usually a professional trainer (or sometimes an experienced employee) serves as the course instructor using hands-on training often supported by formal classroom training.

Order of Selection - A State vocational rehabilitation (VR) agency is required to implement an order of selection when it anticipates that it will not have sufficient fiscal and/or personnel resources to fully serve all eligible individuals. (Section 101(a)(5)(A) of the Rehabilitation Act of 1973 (Act) and 34 CFR 361.36(a)(1) The decision to establish and implement an order of selection must be made prior to the beginning of each fiscal year and reevaluated whenever changed circumstances indicate that the agency's resources are not sufficient to fully serve all eligible individuals. (34 CFR 361.36(c)) An order of selection consists of priority categories to which eligible individuals are assigned based on the significance of their disability. (34 CFR 361.36(d)(1)) Under an order of selection, individuals with the most significant disabilities are selected first for the provision of vocational rehabilitation services. (Section 101(a)(5)(C) of the Act and 34 CFR 361.36(a)(3)(iv)(A)). An "individual with a significant disability" is defined Section 7(21)(A) of the Act as an individual with a disability – who has a severe physical or mental impairment which seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and who has one or more physical or mental disabilities listed in section 7(21)(A)(iii) of the Act or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation. Section 101(a)(5) of the Act as amended by WIOA, allows greater flexibility by permitting DSEs to serve eligible individuals regardless of any order of selection that has been established by the State, if those individuals require specific services or equipment to maintain employment.

Orthopedic Impairment – A severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

Paid Internship Programs (PIP) – The purpose of this RCOC program is to increase the vocational skills and abilities of the participants. The goals of the programs include the acquisition of experience and skills for employment, or for the internship to lead to competitive integrated employment in the same job. Internship wages will be, at least, state or local minimum wage, with a maximum of \$10,400 per year. Services are provided in a 1:1 staffing ratio, and developed through the Person-Centered Planning process.

Paid Employment - Paid Employment may include existing standard jobs in a company or customized work assignments that are negotiated with an employer, but these jobs always feature a wage paid directly to the youth. Such work may be scheduled during or after the school

day. It may be integral to a course of study or simply a separate adjunctive experience. (Luecking, 2009)

Personal Assistance - Personal assistance services means a range of services provided by one or more persons designed to assist an individual with a disability to perform daily living activities on or off the job that the individual would typically perform without assistance if the individual did not have a disability. The services must be designed to increase the individual's control in life and ability to perform everyday activities on or off the job. The services must be necessary to the achievement of an employment outcome and may be provided only while the individual is receiving other vocational rehabilitation services. The services may include training in managing, supervising, and directing personal assistance services. (Authority: Sections 7(28), 102(b)(3)(B)(i)(I), and 103(a)(9) of the Act; 29 U.S.C. 705(28), 722(b)(3)(B)(i)(I), and 723(a)(9))

Person Centered/Driven Planning (PCP/PDP) – An ongoing process used to help people with disabilities plan for their future. In Person Centered Planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. Person Driven Planning empathizes the role of the individual in the transition process. Under WIOA 422, each local office of a DSE must attend person-centered planning meetings for individuals receiving services under Title 19 of the Social Security Act, when invited.

Plan to Achieve Self-Support (PASS) – A written plan of action for getting a particular kind of job or starting a business. The plan identifies: the steps and the things you will need in order to achieve the work goal, the money you will use to pay for these things (this may be any income [other than SSI benefits] or assets, such as Social Security benefits, wages from a current job, or savings), and a timetable for achieving the goal. <http://www.ssa.gov/ssi/spotlights/spot-plans-self-support.htm>

Post-Employment Services - Post-employment services mean one or more of the services identified in § 361.48 that are provided subsequent to the achievement of an employment outcome and that are necessary for an individual to maintain, regain, or advance in employment, consistent with the individual's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 12(c) and 103(a)(18) of the Act; 29 U.S.C. 709(c)) and 723(a)(18)

Post-Secondary Education (PSE) – Formal education or training beyond high school, including university, community college, adult school, regional occupational program, vocational or trade schools.

Potentially Eligible – This term defined in 34CFR361.48(a) indicates all students with disabilities who satisfy the definition of a student with a disability in 34CFR361.5(c)(51), regardless of whether they have applied, and been determined eligible, for the VR program.

Pre-Employment Transition Services (Pre-ETS) – Per new Rehab Act Section, DOR is required to provide the following 5 activities to students with disabilities (16 to 21-year-olds) who are eligible or potentially eligible for VR services: (1) job exploration counseling, (2) work-based learning opportunities, (3) counseling on post-secondary educational opportunities (4) workplace readiness training, & (5) instruction in self-advocacy, including instruction in person centered planning. DOR is authorized, but not required to provide the 9 authorized activities, specifically identified in the Act. These services may be provided to all students with disabilities regardless of

whether an application for services has been submitted.

Pre-ETS Authorized Activities: If funds remain, VR agencies may provide the following to improve the transition of **students with disabilities** from school to postsecondary education or an employment outcome: **(1)** implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces; **(2)** develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment; **(3)** provide instruction to vocational rehabilitation counselors, school transition staff, and others supporting students with disabilities; **(4)** disseminate information on innovative, effective, and efficient approaches to achieve the goals of this section; **(5)** coordinate activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (IDEA) IDEA, (20 U.S.C. 1400 et seq.) **(6)** apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section; **(7)** develop model transition demonstration projects; **(8)** establish or support multistate or regional partnerships that involve States, local education agencies, Designated State Entity, developmental disabilities agencies, or other participants to achieve the goals of this section ; and **(9)** disseminate information and strategies to improve the transition to post-secondary activities of individuals who are traditionally unserved populations.

Project Search - Project SEARCH developed at Cincinnati Children's Hospital Medical Center, is a research environment that fosters visionary thinking and innovation. Since its inception and through the guidance of Erin Riehle, Project SEARCH has grown from a single program site at Cincinnati Children's to over 400 sites across the United States and Canada, England, Scotland, Ireland, and Australia. Project SEARCH's primary objective is to secure competitive employment for people with disabilities. The model can accommodate different business sectors and regional variation in agency structure while adhering to critical core model components.

Reasonable Accommodations - A modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity in three aspects: 1) to ensure equal opportunity in the application process, 2) to enable a qualified individual with a disability to perform the essential functions of a job, and 3) to enable an employee with a disability to enjoy equal benefits and privileges of employment.

Regional Centers (RC) – Nonprofit private corporations that contract with the Department of Developmental Services to provide or coordinate services and supports for individuals with developmental disabilities. They have offices throughout California to provide a local resource to help find and access the many services available to individuals and their families. Regional centers provide diagnosis and assessment of eligibility and help plan, access, coordinate and monitor the services and supports that are needed because of a developmental disability. Regional Centers provide people with residential, day, transportation, and social, independent living, and respite, medical, psychological, preschool and other services.

Regional Managers – There are four Regional Managers. Each Regional Manager will direct a CCI LEA site and provide coordination, support and communications with the CCI sites.

Regional Occupational Program (ROP) – Programs designed to provide vocational and occupational instruction and services to prepare youth (16 years of age and older) and adults for

successful careers in response to the needs of the local labor market. ROP courses are most often tuition-free, though certain career tracks may be fee-based. Students may include anyone preparing to enter or re-enter the job market, changing careers, or seeking career advancement. Work-bound and college-bound students are encouraged to enroll.

Rehabilitation Services Administration - The Rehabilitation Services Administration (RSA) oversees grants that help individuals with physical or mental disabilities to obtain employment and live more independently through the provision of such supports as counseling, medical and psychological services, job training and other individualized services. RSA's major Title I formula grant program provides funds to state vocational rehabilitation (VR) agencies to provide employment-related services for individuals with disabilities, giving priority to individuals who are significantly disabled.

SDSU – San Diego State University, a partner organization of CCI.

SDSU-II – The Interwork Institute at San Diego State University is designated to serve as the organizational unit responsible at SDSU for the CCI partnership. SDSU-II will provide research, evaluation, training and technical assistance for all CCI partners and community members.

Section 504 of the Rehabilitation Act – This legislation guarantees certain rights to people with disabilities. It was the first U.S. federal civil rights protection for people with disabilities. It is part of the Federal Rehabilitation Act passed in 1973 to protect the civil rights of individuals with disabilities in schools and workplaces that receive federal financial support.

Section 511 of the Rehabilitation Act - Section 511 of the Rehabilitation Act places limitations on the payment of subminimum wages by entities holding special wage certificates under Section 14(c) of the Fair Labor Standards Act. The purpose of Section 511 is to ensure that individuals with disabilities have access to information and services that will enable them to achieve competitive integrated employment. Section 511 includes requirements for State VR agencies, subminimum wage employers and local and/or State educational agencies, including specific requirements for youth prior to their participation in subminimum wage employment.

Self-Employed – An individual who works for oneself as a freelancer or owner of a business rather than for an employer. Considered to be receiving competitive compensation if their income is comparable to that of individuals without disabilities in similar occupations or performing similar tasks who possess the same level of training, experience & skills.

Senate Bill 468 Self-Determination – The Self-Determination Program is voluntary and alternative to the traditional way of providing Regional Center services. It provides consumers and their families with an individual budget, which they can use to purchase the services and supports they need to implement their Individual Program Plan. <http://www.dds.ca.gov/sdp/>

Service Learning - Service Learning is hands-on volunteer service to the community that integrates with course objectives. It is a structured process that provides time for reflection on the service experience and demonstration of the skills and knowledge required." (Luecking, 2009)

Social Security Administration (SSA) – SSA is the federal agency that administers both the Supplemental Security Income (SSI) Program and the Social Security Disability Insurance (SSDI) Program.

Social Security Disability Insurance (SSDI) – Benefits paid to insured workers under the Social Security program who have acquired a disability.

Special Wage Certificate - Special wage certificate means a certificate issued to an employer under section 14(c) of the FLSA and 29 CFR part 525 that authorizes payment of subminimum wages, wages less than the statutory minimum wage, to workers with disabilities for the work being performed.

Speech or Language Impairment – A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects an individual's educational performance.

State Council on Developmental Disabilities (SCDD) – An independent state agency established by state and federal law to ensure that people with developmental disabilities and their families receive the services and supports they need. State Council has a responsibility to plan and coordinate resources to protect the legal, civil and service rights of persons with developmental disabilities. The Council is made up of consumers, parents and state agency administrators. <http://www.scdd.ca.gov/>

State Disability Insurance (SDI) – A service administered through the Disability Insurance Branch of the Employment Development Department (EDD) that provides partial wage replacement benefits for California workers. SDI includes the Disability Insurance and Paid Family Leave programs.

Student(s) – The term is used for the participants who are receiving work-based learning opportunities.

Student Earned Income Exclusion – Social security may exclude up to \$1,850 of gross earnings in a month (but not more than \$7,180 in calendar year 2015) in figuring countable income for students under age 22. <http://www.ssa.gov/ssi/spotlights/spot-student-earned-income.htm>

Student with a Disability - A student with a disability is an individual with a disability in a secondary, postsecondary, or other recognized education program who -is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII) unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age; and is not older than 21; unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); and is not older than that maximum age; and is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or is an individual with a disability, for purposes of section 504.

Sub-minimum Wages – The Fair Labor Standards Act (FLSA) provides for the employment of certain individuals at wage rates below the statutory minimum. Such individuals include student-learners (vocational education students), as well as full-time students employed in retail or service establishments, agriculture, or institutions of higher education. Also included are individuals whose earning or productive capacities are impaired by a physical or mental disability, including those related to age or injury, for the work to be performed. Employment at less than the

minimum wage is authorized to prevent curtailment of opportunities for employment. Such employment is permitted only under certificates issued by the Wage and Hour Division.

Sub-minimum Wage Limitations Requirements Specific to Youth: The addition of Section 511 demonstrates the intent that individuals with disabilities, especially youth with disabilities, must be afforded a full opportunity to prepare for, obtain, maintain, advance in, or re-enter competitive integrated employment. The DSE must provide youth with disabilities documentation upon the completion of the following actions: (1) Pre-employment transition services that are available to the individual under 34 CFR §361.48; (2) Application for VR services, in accordance with 34 CFR §361.41(b), with the result that the individual was determined ineligible for VR services, in accordance with 34 CFR § 361.43; or Eligible for VR services, in accordance with 34 CFR §361.42; and if eligible for VR services, the documentation would have to demonstrate the youth with a disability: Had an approved individualized plan for employment, in accordance with 34 CFR 361.46; Was unable to achieve the employment outcome specified in the individualized plan for employment, as described in 34 CFR 361.5(c)(15) and 361.46, despite working toward the employment outcome with reasonable accommodations and appropriate supports and services, including supported employment services, for a reasonable period of time; and Had a closed case record meeting all of the requirements of 34 CFR 361.47; and (3) provision of career counseling, and information and referrals to federal and state programs and other resources in the individual's geographic area that offer employment related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment: In a manner that facilitates informed choice and decision making by the youth, or the youth's representative as appropriate; and not be for subminimum wage employment by an entity defined in §397.5(d), and such employment related services are not compensated at a subminimum wage and do not directly result in employment compensated at a subminimum wage provided by such an entity.

Sub-minimum Wage Limitations Requirements: Educational Agencies proposed § 397.31 requirements would prohibit a local educational agency or a state educational agency from entering into a contract with an entity that employs individuals at subminimum wage to operating a program under which a youth with a disability is engaged in subminimum wage employment.

Substantial Impediment to Employment- This means that a physical or mental impairment (in light of attendant medical, psychological, vocational, educational, communication and other related factors) hinders an individual from preparing for, entering into, engaging in, advancing in or retaining employment consistent with the individual's abilities and capabilities.

Summary of Performance (SOP) – When a child graduates from high school with a regular diploma or “ages out” of special education, IDEA requires the school to provide a “summary of academic achievement and functional performance.” The Summary of Performance (SOP) should include recommendations about ways to help meet post-secondary goals. The SOP must be completed during the final year of a student's high school education and is most useful when completed during the transition IEP process when the student has the opportunity to actively participate in the development of this document. The document should contain the most updated information on the performance of the student and include both the student's abilities and aspirations. <http://www.wrightslaw.com/info/trans.sop.template.pdf>

Supplemental Security Income (SSI) – Monthly payments from the federal government to people who have low income and few resources and are age 65 or older, blind, or have a

disability.

Supported Employment – A term used to describe a system of support for people with disabilities

in regard to ongoing employment in integrated settings. Supported employment provides assistance such as job coaches, job development, job retention, transportation, assistive technology, specialized job training, and individually tailored supervision. Supported Employment often refers to both the development of employment opportunities and on-going support for those individuals to maintain employment. According to 29 USCS § 705(35)A [Title 29. Labor; Chapter 16. Vocational Rehabilitation and Other Rehabilitation Services; General Provisions] the term "supported employment" means competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities **(i) (I)** for whom competitive employment has not traditionally occurred; or **(II)** for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and **(ii)** who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension, described in paragraph (36)(C) and extended services after the transition described in paragraph (13)(C) in order to perform such work. Title IV Amendments to the Rehabilitation Act (2014), extends supported employment availability from 18 months to 24 months.

Supported Living – Services and supports provided by an agency to enable an individual with developmental disabilities to live in their own home in the community. Most often, these supports are more intensive than that of independent living services.

Tailored Day Services – These RCOC services and supports focus on integrated competitive employment (for individuals not eligible for services through Department of Rehabilitation), post-secondary education, volunteering, and community integration. Services are focused on training, not supervision. Services are limited to a maximum average of 7 hours per week. Staffing ratio is 1:1.

Temporary Assistance to Needy Families (TANF) – The TANF bureau works with families to help them become self-sufficient. TANF's program features include: (1) Assisting needy families so that children can be cared for in their own homes, (2) Preventative measures for out of wedlock pregnancy, (3) The encouragement of two parent families, and (4) Reduction of the dependency of needy parents by assisting with job preparation. <http://www.tanf.us/california.html>

Text Telephone (TTY) or Telecommunication Device for the Deaf (TDD) – A special device that lets people who are deaf, hard of hearing, or speech-impaired use the telephone to communicate, by allowing them to type text messages.

Thompson Policy Institute (TPI) - The goal of the **Thompson Policy Institute (TPI) on Disability and Autism** is to impact policy by reducing barriers to the full access to learning, living, and working, and the pursuit of a complete and quality life. To accomplish this goal, the TPI assesses, researches, and acts on the critical issues facing people with disabilities, their families and those individuals and agencies that share these same values. TPI outcomes are shared regularly throughout the year and summarized annually at the Disability Summit at Chapman University.

Ticket to Work – A free and voluntary program that can help Social Security beneficiaries go to work, get a good job that may lead to a career, and become financially independent, all while they keep their Medicare or Medicaid. Individuals who receive Social Security benefits because of a disability and are age 18 through 64 probably already qualify for the program. Another name for Employment Network. <http://www.socialsecurity.gov/work/>

Transitional Employment – As used in the definition of supported employment, means a series of temporary job placement in CIE with ongoing support services for individuals with the most significant disabilities due to a mental illness. The provision of ongoing support and services must include continuing job placements until job permanency is achieved.

Transition Partnership Project (TPP) – This program is funded by the Department of Rehabilitation (DOR) and is designed for high school students with significant disabilities who are interested in paid employment related to a career goal. The TPP program provides service coordination, specialized job development and some job coaching. Eligibility is determined by Department of Rehabilitation (DOR).

Transition Services for Students with Disabilities who are also VR clients – Transition services mean a coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the individual student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services must promote or facilitate the achievement of the employment outcome identified in the student's individualized plan for employment; and includes outreach to and engagement of the parent, or as appropriate, the representative of such a student or youth with a disability. (Authority: Section 7(37) and 103(a)(15) of the Act; 29 U.S.C. 705(37) and 723(a)(15))

Transition Services for Youth with Disabilities and Students with disabilities who may have not yet applied or been determined eligible for VR Services – These specific transition services are to benefit a group of students or youth with disabilities and are not individualized services directly related to an individualized plan for employment goal. Examples of group transition services include: class tours of universities and vocational training programs, employer/business site visits, career fairs and business partner provided mock interviews and resume writing support, and other applicable services.

Transportation – Travel and related expenses that are necessary to enable an applicant or eligible individual to participate in a vocational rehabilitation service, including expenses for training in the use of public transportation vehicles and systems. (Authority: Sections 12(c) and 103 (a)(8) of the Act of 1973, as amended; 29 U.S.C. 709 (c) and 723 (a)(8)).

Traumatic Brain Injury – An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities;

psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

Travel Training – Assisting individuals with disabilities to know what systems of transport are available, how to access these, how to plan their travel, and how to execute their travel plans safely. For many individuals, learning how to travel on public transportation requires systematic training. Travel training, then, is often a crucial element in empowering people with disabilities to use the accessible transportation systems.

Tribal Temporary Assistance to Needy Families (Tribal TANF) – The California Tribal TANF Program's core purpose is to assist the Indian Tribes of California by providing the funding, tools, and resources necessary for each Tribe or Consortium to administer its own Tribal TANF Program to provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives; end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage; prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and encourage the formation and maintenance of two-parent families. <http://tribaltanf.cdss.ca.gov/PG253.htm>

Visual Impairment (including Blindness) – An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

Vocational Evaluation - A comprehensive process of vocational exploration and assessment designed to assist in identifying an individual's vocational options. It incorporates medical, psychological, social, vocational, educational, cultural, and economic data in the attainment of the goals of the evaluation process.

Volunteer Experience – When a person donates his/her time or efforts for a cause or organization without getting paid. It may be a one-time only or an ongoing commitment.

Workability I (WAI) – This program focuses on preparing students for successful transition to employment, continuing education and quality adult life with an emphasis on work based learning. Student referrals are made through school site case carriers and the IEP Team.

Workability II (WAI) – WAI works through a partnership with the Department of Rehabilitation (CDOR). DOR refers clients to WAI for adult school and/or ROP training. Services provided include job seeking skills, resume writing, interviewing techniques, application preparation, individualized job placement services, and workshops.

WorkAbility III (WAI) – A program dedicated to providing vocational services to students with disabilities. In partnership with the California Department of Rehabilitation, WAI is a part of a larger program established to assist students who are attending classes within specific California Community Colleges.

WorkAbility IV (WAI) – WAI strives to provide students/DOR clients with the necessary pre-employment services, career development tools, and resources necessary to secure and retain career related employment after graduation; through individual counseling appointments with

career specialists, workshops, and discussion groups. This program is offered at various four-year universities throughout California.

Work Based Learning – Defined in Ed. Code (51760-51769.5) as an educational approach or instructional methodology that uses the workplace or real work to provide pupils with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. Work-based learning should be an integral part of a more comprehensive program that integrates academic courses and career technical education. There is an array of work-based learning experiences for career awareness, career exploration, career preparation and career training. Resources and information regarding work based learning can be found at: http://www.connectedcalifornia.org/curriculum/work_based_learning

Work Experience (WE) – Any experience that a person gains while working in a specific field or occupation. They are designed to expose students to work. Training may include Exploratory Work Experience which is a nonpaid course of study for young people- often students- to get a feel for professional working environments

Workforce Innovation and Opportunity Act (WIOA) – WIOA was signed into law on July 22, 2014 and provides additional employment supports to individuals with disabilities. WIOA supersedes the Workforce Investment Act of 1998 and amends the Adult Education and Family Literacy Act, the Wagner-Peyser Act, and the Rehabilitation Act of 1973. The landmark legislation is designed to strengthen and improve our nation’s public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.
<http://www.help.senate.gov/imo/media/doc/WIOA%20One%20Page%20Summary%20May%202014.pdf>

Workforce Innovation & Opportunities Act Technical Assistance Center (WINTAC) – This Technical Assistance Center was funded by the US Department of Education’s Office of Special Education and Rehabilitative Services(OSERS). The purpose of this program is to provide training and technical assistance to state VR agencies to improve employment and career development services and outcomes for individuals with disabilities, including those with the most significant disabilities. The WINTAC is located at San Diego State University Research Foundation with many partner universities and workforce development agencies, assisting with implementation throughout the US. www.wintac.org

Work Incentives Planning & Assistance (WIPA) – Work Incentive Planning and Assistance is a grant awarded by the Social Security Administration to local organizations to provide work incentive planning services for beneficiaries in cash payment status for Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), or Social Security Childhood Disability Benefits (SSCDB), previously called Disabled Adult Child (SSDAC).

Workforce Investment Act (WIA) – WIA was signed into law in 1998. It provided the framework for a unique national workforce preparation and employment system designed to meet both the needs of the nation’s businesses and the needs of job seekers and those who want to further their careers. WIA has been replaced by the WIOA.

<http://www.doleta.gov/usworkforce/wia/Runningtext.cfm>

Workforce Investment Board (WIB) – Regional entities created to implement the Workforce Innovation and Opportunity Act. There are 48 WIBs across California and each is made up of representatives from businesses, labor organizations, educational institutions, and community organizations. The WIBs plan and oversee the use of federal, state and city funding in local economies to provide job seekers and employers with access to a full menu of services.

Work Opportunity Tax Credit (WOTC) – a Federal tax credit available to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment, including individuals with disabilities who have completed, or are completing, rehabilitative services. <http://www.doleta.gov/business/incentives/opptax/>

Youth Employment Opportunity Program (YEOP) – A program administered by the California Employment Development Department (EDD) that provides assistance in the form of peer advising, job placement, referrals to supportive services, educational and career coaching, employment preparation and assistance, workshops, and referrals to training for youth, ages 15 through 25, who are at risk of not achieving their educational and vocational goals. http://www.edd.ca.gov/jobs_and_training/Youth_Employment_Opportunity_Program.htm

Youth Transition Demonstration (YTD) – The Youth Transition Demonstration (YTD) project aimed to assist youths, aged 14 to 25, with disabilities to successfully transition from school to economic self-sufficiency. The beneficiaries who participated in this demonstration were youths who were receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) payments based on their own disability, or who were at risk of receiving SSI or SSDI benefits. The project began in 2005 and the final report was completed in 2014. <http://www.ssa.gov/disabilityresearch/youth.htm>

Youth with a Disability – This term, for DOR purposes, is an individual with a disability who is not younger than 14 years of age; and not older than 24 years of age.

OCLPA Glossary of Acronyms

AAP	Academic Accommodation Plan (Community College)
AB 60	Assembly Bill 60
AB 86	Assembly Bill 86
AB 1041	Employment First Initiative
AB 1147	Assembly Bill 1147
ABLE	Achieving a Better Life Experience Act of 2014
ADA	Americans with Disabilities Act
ASD	Autism Spectrum Disorder
AWIC	Area Work Incentives Coordinator
BAC	Business Advisory Committee
BWE	Blind Work Expenses
BPQY	Benefits Planning Query
BRIDGES	Bridges to Youth Self Sufficiency project
CCPT	California Career Pathway Trust

CalWORKs	California Work Opportunity and Responsibility to Kids
CAPI	Cash Assistance Program for Immigrants
CBI	Community Based Instruction
CCi	California Career Innovations
CC&I&R	Career Counseling and Information and Referral
CCS	California Children's Services
CDB	Childhood Disability Benefits
CDE	California Department of Education
CDR	Childhood Disability Review
CU	Chapman University
CHSEE	California High School Exit Exam
CIE	Competitive Integrated Employment
COPS	Career Occupational Preference System
CSC	Career Service Coordinator
DB 101	Disability Benefits 101
DD	Developmental Disability
DDS	California Department of Developmental Services
DEI	Disability Employment Initiative
DJJ	Department of Juvenile Justice
DHCS	California Department of Health Care Services
DOR	Department of Rehabilitation
DRC	Disability Rights California
DSPS	Disabled Students Programs & Services
DSS	California Department of Social Services
EDD	California Employment Development Department
EN	Employment Network
E.T.H.I.C.S.	6 Key Areas of Responsibility: Engage, Three Principals, Humanity, Integrity, Culture & Scrutiny
EXR	Expedited Reinstatement
FBR	Federal Benefit Rate
FERPA	Family Educational Rights and Privacy Act
FRC	Family Resource Center
FRNCA	Family Resource Centers Network of California
GR	General Relief
HHS	Health & Human Services
HIPPA	Health Insurance Portability and Accountability Act
HUD	Housing & Urban Development
ICAP	Individual Career Action Plan
IDEA	Individuals with Disabilities Education Act
ID	Intellectual Disabilities

ID/DD	Intellectual & Developmental Disabilities
IEP	Individualized Education Program
IHP	Individual Habilitation Plan
IHSS	In Home Supportive Services
II-CDL	San Diego State University's Interwork Institute – Center for Distance Learning
II-EFRC	San Diego State University's Interwork Institute – Exceptional Family Resource Center
ILC	Independent Living Center
IPE	Individualized Plan for Employment- used by the California Department of Rehabilitation
IPP	Individual Program Plan - used by the Regional Center
IRWE	Impairment Related Work Expense
ISEP	Individual Supported Employment Program (DOR Habilitation Program)
GSEP	Group Supported Employment Services (DOR Habilitation Program)
ITP	Individual Transition Plan
JAN	Job Accommodation Network
LEA	Local Education Agency
LPA	Local Partnership Agreement
NCD	National Council on Disability, US Department of Education
NOCCC	North Orange County Community College
NTACT	National Technical Assistance Center on Transition
ODEP	Office of Disability Employment Policy
OJT	On the Job Training
OSEP	Office of Special Education Programs, Office of Special Education and Rehabilitative Services, US Department of Education
OSERS	Office of Special Education and Rehabilitative Services, US Department of Education
PASS	Plan to Achieve Self-Support
PDP/PCP	Person Driven Planning/Person Centered Planning
PIP	Paid Internship Program
Pre-ETS	Pre-Employment Transition Services
PROMISE	Promoting the Readiness of Minors in Supplemental Security Income
PSE	Post-Secondary Education & Training
RC	Regional Center
SCC	Santiago Canyon College
SCDD	State Council on Developmental Disabilities
SDE	State Department of Education
SDI	State Disability Insurance, administered by the California Employment Development Department
SDSU	San Diego State University
SDSU-II	San Diego State University – Interwork Institute
SEIE	Student Earned Income Exclusion

SNAP	Supplemental Nutrition Assistance Program
SOP	Summary of Performance
SSA	Social Security Administration
SSDI	Social Security Disability Insurance
SSI	Supplemental Security Income
TANF	Temporary Assistance for Needy Families
TPI	Thompson Policy Institute
TPP	Transition Partnership Project
Tribal TANF	Tribal Temporary Assistance to Needy Families
TRES	Training in Research Ethics and Standards
TTY/TDD	Text Telephone/Telecommunication Device for the Deaf
USDOE	US Department of Education
USDOL	US Department of Labor
WAI	WorkAbility I
WAI I	WorkAbility II
WAI II	WorkAbility III
WAI V	WorkAbility IV
WE	Work Experience
WIA	Workforce Investment Act
WIB	Workforce Investment Board
WINTAC	Workforce Innovations Technical Assistance Center
WIOA	Workforce Innovation and Opportunity Act
WIPA	Work Incentives Planning & Assistance
WOTC	Work Opportunity Tax Credit
YTD	Youth Transition Demonstration projects funded by the Social Security Administration

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