



NORTEC
POLICY STATEMENT
REGIONAL EQUITY AND RECOVERY PROGRAM (RERP)

Last Update: November 15, 2023

PURPOSE

The purpose of this policy is to provide guidelines to NoRTEC’s Service Providers (SPs) regarding the documentation of eligibility and provision of services to individuals seeking services under the Regional Equity and Recovery Program, also known as RERP.

The focus of this project is to provide work-based learning activities, occupational classroom training, and needed supportive services (e.g., housing assistance, counseling, and court-ordered classes) to eligible RERP job seekers who are seeking placement in unsubsidized employment.

The following provides information on the minimum requirements for the documentation of participant eligibility and enrollment into the RERP program and includes information on the types of services available. SPs may include additional elements in their local policies and procedures, so long as they are in conformance with this policy.

GENERAL INFORMATION

- A. Term of Project/CalJOBS Grant Code - The term of this project is May 26, 2023 – October 31, 2025. Funding is provided through the State of California and is being managed by the California Workforce Development Board (CWDB).

The grant code in CalJOBS to be utilized to enter participant data on this project is **953-RERP (Regional Equity & Recovery Partnership)**.

- B. Participant Tracking - Participant activity was planned to be tracked via a Salesforce platform which is currently under development by the CWDB. Until the system is developed, SPs are required to track their clients in CalJOBS and shall be required to track additional data requests from CWDB via an Excel spreadsheet (hereinafter referred to as a “supplemental spreadsheet”). This must be updated on a regular basis¹ as it will be utilized to meet reporting requirements required by the CWDB.

An Excel spreadsheet for shall be provided by NoRTEC for each Service Provider. SP staff must utilize the spreadsheet as created, with no changes to the fields or formatting on the spreadsheet.

- C. Definitions and Activities – See **Attachment A** for a list of definitions applicable to this program. **Attachment B** contains information on Career and Training Services.

¹ “Regular basis” is defined as having data entered into CalJOBS and on the supplemental spreadsheet by the 10th of the month following the end of the previous month.



- D. Cash Orders - The procedure for ordering cash from NoRTEC shall be provided by NoRTEC's Fiscal Director and will be provided to the Service Provider's fiscal staff.

RECRUITMENT

Individuals referred to the program should be recommended by a supervising officer from a law enforcement agency or a contracted services partner. Meeting this requirement ensures a collateral contact is available (1) to assist in the development, implementation and success of the participant's long-term plan, (2) to inform the career advisor of any limitations on activities, and (3) to enforce any consequences for nonparticipation.

Attachment C contains a graphic of NoRTEC's RERP Targeted Recruitment Tool. In general, it is expected that most enrollments into NoRTEC's RERP program will fall into Categories 3 and 4. Applicants that fall into Categories 2 or 5 should be enrolled into the RERP program only if SP staff have discussed the applicant's circumstances with a supervisor and there is agreement the applicant has a reasonable chance of becoming "ready to be job ready" after a thorough assessment. Applicants who fall into Categories 1 or 6 are "not ready to be job ready," and should be referred to agencies that may be able to provide assistance, if appropriate and available.

ELIGIBILITY

Priority of Service will be given to those participants that are Formerly Incarcerated and Justice Involved. Those that fall outside of this category may be served if they are populations that are included in Other Eligible Populations. The first step in determining eligibility for the RERP program is to identify whether an Individual seeking services falls into **one of three general categories**: *Formerly Incarcerated, Justice-Involved or Other Eligible Populations*.

These eligibility categories are mutually exclusive of one another, and SP staff shall use a potential participant's most recent conviction to establish which eligibility category is to be assigned. If an individual does not meet the criteria as a formerly incarcerated or justice involved individual, they may be served if they can be included in the Other Eligible Populations list,

A. Formerly Incarcerated Category

The *Formerly Incarcerated* category refers to an individual who has, at any time, served a custody sentence in any adult or juvenile federal, state, or local detention facility OR in any alternative custody program such as home detention. For these individuals defined as "formerly incarcerated," SP staff will determine information for two general categories: *Type of Incarceration and Post Release Classification*.

For individuals who have gone through multiple instances of incarceration, SP staff shall select the options that correspond to the potential participant's most recent period of incarceration.



1. Type of Incarceration – Types of incarcerated include federal facilities, state facilities, and county facilities. After SP staff determines the potential participant’s incarceration type, the relevant subcategory under the selected incarceration type must also be selected.

The table below outlines the *Type of Incarceration* and their related subcategories:

Federal Facility	State Facility (Includes all CDCR State Prisons or CDCR contracted out-of-state facilities)	County Facility
Federal Penitentiary	State Prison	County Jail
Tribal	MCRP – Male Community Reentry Program	ACP – Alternative Custody Program (includes home detention and work release)
Military	CCTRP – Custody to Community Transition Reentry Program	A felony Prison term served in county jail under Penal Code 1170(h)
Immigration Detention	ACP – Alternative Custody Program	County Juvenile Hall or other Local Juvenile Facility
Home Detention	CPMP – Community Prisoner Mother Program	
	DJJ – Division of Juvenile Justice	

2. Post Release Classification – Post release classification is also a required reporting data element for those made eligible as a formerly incarcerated individual. There are four general categories of classification:

- Federal Supervision
- State Parole
- County Probation/Post Release Supervision
- Full Discharged without Post Release Supervision

After determining post release classification, a corresponding subcategory should be selected, if applicable.

The table below outlines Post Release Classification and their corresponding subcategories:

Federal Supervision	State Parole	County Probation (including Post Release Community Supervision (PRCS))	Fully Discharged (not under any post release supervision)



Federal Probation	Residential Programs – including Female Offender Treatment and Employment Program (FOTEP), Parolee Service Center (PSC), residential Multi-Service Center (RMSC), Specialized Treatment for Optimized Programming (STOP), Transitional Housing Program (THP)	PRCS – Post Release Community Supervision (released from State Prison, supervised by County Probation)	Not Allowable (Exceptions may be allowed for juveniles released (as adults) out of the Department of Juvenile Justice. These individuals may only be supervised for a short period of time by Parole/Probation and may warrant services. Prior approval must be obtained from NoRTEC.)
Federal Supervised Release	Outpatient and Drop-In Programs – including Caltrans Parolee Work Crew Program , Community-Based Coalition (CBC), Computer Literacy Learning Center (CLLC), Day Reporting Centers (DRC), Substance Abuse Treatment and Recovery Program (STAR)		

***Note:** Individuals who receive services funded through RERP who are currently incarcerated are considered formerly incarcerated for purposes of eligibility determination. While these individuals are eligible to receive RERP services, the California Workforce Development Board strongly encourages grantees to focus service provision on incarcerated individuals who will be released and prepared to move into the broader workforce and/or education systems within the period of the RERP grant (labor market outcomes for individuals enrolled in the RERP program will be tracked, reported, and utilized as a measure of the success of the program).*

NoRTEC will not implement any specific guidelines with respect to the timing of enrollment, but SPs are encouraged to (1) focus their attention on individuals whose release will be during the RERP contract period and (2) ensure such release is early enough to allow them to participate in career services and education/training activities that will assist them with entry into unsubsidized employment.

B. Justice Involved Eligibility

The *Justice Involved* category is defined in [Section 14040\(b\) of the Unemployment Insurance Code](#) and refers to individuals who are on parole, probation, mandatory supervision, or post release community supervision, or are otherwise part of the supervised population as



defined in [Penal Code Section 1234\(d\)](#), and/or under the jurisdiction of a county or the CDCR (California Department of Corrections and Rehabilitation). This also includes individuals who are on county informal probation, county deferred entry of judgement, or any other county diversion programs such as drug courts, veteran courts, community courts, or other specialty courts.

Unlike the *Formerly Incarcerated* eligibility category, SP staff shall select a single characteristic from a set of seven (7) general categories:

1. State Parole
2. County Informal Probation
3. Post Release Community Supervision (PRCS)
4. County Probation (non-PRCS)
5. County Deferred Entry of Judgement
6. County Mandatory Supervision
7. Other County Diversion Program

See **Attachment D** for a Data Entry Flow Chart to determine *Formerly Incarcerated* and *Justice Involved*.

See **Attachment E** for a *RERP Summary of Eligibility Form*. **Utilization of this form is mandatory** and shall be filled out and kept in the eligibility section of the participant file to show how Service Provider staff determined the individual was an eligible applicant for the RERP program.

C. Additional Documentation

After verifying an individual is *Formerly Incarcerated*, *Justice-Involved* or can be included in the *Other Eligible Populations* list, additional data must be collected:

1. Right-to-Work Status – While the collection of right-to-work (I-9 level) documentation is not required for confirmation of eligibility or initial enrollment into the RERP program, it is strongly suggested that this documentation be collected at intake. While service under the RERP program may not be denied to an applicant solely because he/she does not have access to I-9 level of documentation, *SP staff should assist the participant with obtaining such documentation as he/she must have it prior to beginning any paid, work-based learning activity under RERP.*

Participants may be initially enrolled into the RERP program before this documentation is collected, but if the participant is to be co-enrolled in the WIOA program, co-enrollment is prohibited until this documentation is acquired.

If I9 level documentation is not collected prior to enrollment, it must be collected before a participant is placed in an OJT, work experience, or any other paid activity with an employer that is provided under the RERP program.

2. Age – Age shall be documented for RERP participants. There are no separate age classifications for RERP participants as there are under WIOA (i.e. Adult versus Youth



programs), but a participant must be at least 16 years of age on the initial date of participation. NoRTEC, however, encourages SPS to focus on participants that are 18 years of age or older.

3. Citizenship – Documentation of citizenship is not required for participation in the RERP program, but if the participant is later co-enrolled in a WIOA activity this question must be addressed in CalJOBS. The question in CalJOBS requires that the participant has documentation proving he/she has right-to-work status in the United States.
4. Selective Service – Registration for Selective Service is not required to receive services under the RERP program. SP staff shall, however, encourage and assist males who are at least 18 and have not yet attained their 26th birthday to register. Staff shall explain that several federal, state, and local programs require proof of registration to participate, and inform the participant that registration with selective service is required by law in the United States.

If the participant is of an age that allows registration, but said participant refuses to do so, he may still be served under the RERP program, but shall be prohibited from co-enrollment in the WIOA program. A case note, stating the participant was provided information about registration with Selective Service but declined to register, shall be included in the participant file.

See **Attachment F** for a list of acceptable documentation for the eligibility criteria in items A-C above.

REGISTRATION

Registration is an information collection process that documents a determination of eligibility (registration is also referred to as the “intake process”). For an individual to be registered into the RERP program, the following must occur:

1. The individual must complete the application/eligibility determination process
2. The individual must provide documentation to substantiate his/her eligibility
3. A RERP Summary of Eligibility form shall be completed (see Attachment G)
4. A WIOA application will be filled out by the participant and entered into CalJOBS if the participant is enrolled in the RERP program.
5. After eligibility has been confirmed, potential participants shall undergo a “RERP Initial Interview,” utilizing the form in Attachment F to collect additional data required by the RERP program that is not captured on the WIOA application, and to determine the individual’s need for, and ability to benefit from, services. *Note: This form is not meant to be given to the participant for him/her to fill out. It should be filled out by the case manager during the initial interview, based upon a conversation with applicant.*

If the individual is deemed suitable, SP staff will then enroll the individual in the RERP program. A copy of the Initial Interview form shall be maintained the participant file.



Co-enrollment in the WIOA program must then occur within **45 days²** of the date of the WIOA application.

ENROLLMENT

If an applicant is enrolled into the RERP program, he/she must receive an objective assessment and an Individual Employment Plan (IEP) must be developed. (See **Attachment A** for definitions of both objective assessment and Individual Employment Plan.)

ALLOWABLE SERVICES

Activities under RERP are similar to activities under WIOA and will be reported as career activities, training activities, and supportive services.

Examples of activities are listed below. Additional activities not listed below may be provided with prior NoRTEC approval.

Category of Activities	
Assessment and IEP Development	High School Diploma and GED Acquisition
Job Search and Placement	Incentive Payments
Career Guidance and Planning	Mentoring
Basic Skills and Adult Education	Work Readiness Skills
English Language Improvement Training	Supportive Services
Financial Literacy Training	Vocational Training
Earn and Learn Training (e.g., OJT, WEX)	Other Remedial Education and Work Readiness Skills

EXITED PARTICIPANTS

After a participant has completed his/her last service under the RERP program (and any WIOA funded activities), the participant's status shall be reported on the supplemental data participant tracking spreadsheets.

If the participant is co-enrolled in the WIOA program the exit from RERP should coincide with the closure and subsequent exit from WIOA (which is 90 days after the soft exit is entered into CalJOBS).

POLICY EXCEPTIONS

Service Providers may make exceptions to this policy only with prior written authorization from the NoRTEC Administrative Entity.

² If more than 45 days lapse before the individual is to enrolled in WIOA, the application must be updated. To update the application, a new application date must be entered, and all documentation used to establish eligibility must be relevant as of the "updated" date.



ATTACHMENT A

DEFINITIONS

Basic Skills Deficient/Low Levels of Literacy - An individual has English reading, writing or computing skills at or below the 8th grade level³ on a generally accepted standardized test or a comparable score on a criterion referenced test. Previous basic skills assessment results may be used, if the assessment was conducted within the six months prior to application for the RERP program.

CDCR – CDCR is the acronym for California Department of Corrections and Rehabilitation which is responsible for the operation of the California state prison and parole systems. Public safety is enhanced through safe and secure incarceration of offenders, effective parole supervision, and rehabilitative strategies to successfully reintegrate offenders back into communities.

Collateral Contact – Collateral contacts are documented telephone verifications or in-person conversations with an appropriate individual that verifies an eligibility criterion. These contacts are documented through the use of a *Telephone Verification/Document Inspection Form*.

Corroborative Witness – A person who personally knows or can identify the WIOA applicant and who is reasonably likely to be able to verify the applicant’s statement. Such verification may be accomplished by having the witness sign an *Applicant Statement Form* or by the completion of a *Telephone Verification/Document Inspection Form*.

Counseling – The provision of assistance and guidance in resolving personal, vocational, social, or psychological problems and difficulties, especially those services provided by a professional.

³ The term “at or below the 8th grade level” means at or below 8.9

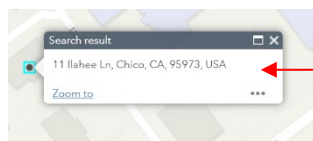


Court Ordered Classes – Court Ordered Classes are classes ordered by the legal/judicial system as part of an individual’s probation or parole. Examples include, but are not limited to, courses/workshops regarding domestic violence, anger management, deferred entry of judgement, drug and alcohol awareness, criminal behavior modification, divorce, parenting, family violence, shop lifting, theft prevention, etc. If a RERP participant has court ordered classes or workshops as a condition of their probation or parole, these classes/workshops may be paid for with funding from RERP and shall be charged as a supportive service. Classes/workshops that are not court-ordered, but recommended by mental health professionals, rehabilitation counselors, AJCC case managers, and other professionals may also be paid for by the RERP grant if included in a participant’s IEP. *Note: These orders for these classes/workshops are normally outlined in an individual’s “Terms and Conditions” issued by the court/parole. The participant will not always have received his/her “Terms and Conditions” when first visiting an AJCC, but the case manager must follow-up and obtain a copy to ensure that the IEP fits within the participant’s “Terms and Conditions.” A copy may be obtained by the participant from his/her Probation Officer/Parole Agent, and a hard copy must be maintained in the participant file.*

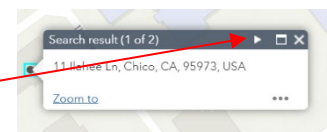
Disadvantaged Community– A “disadvantaged community,” for the purpose of the RERP project, will be defined based upon an identification process developed by the California Environmental Protection Agencies (CalEPA). To determine whether the applicant resides in a disadvantaged community (at the point of application), go to the following website: <https://webmaps.arb.ca.gov/PriorityPopulations/>.

Once there, a map of California will show shaded areas that represent areas that are considered disadvantaged communities (you may **left**-mouse-click on the shaded area and a window will pop-up and indicate with a “Yes” or “No” if the census tract is a Disadvantaged Community).

You may also enter the actual address in the search window. Once the search function is performed, a black dot will appear showing the location of the applicant’s residence:



Click on the black dot after this screen appears and an arrow will appear in the grey ribbon. Click on the arrow and the information you need will appear.



Displaced Homemaker – An individual who has been providing unpaid services to family members in the home and who:

1. (A) Has been dependent on the income of another family member but is no longer supported by the income; or (B) Is the dependent spouse of a member of the Armed Forces on active duty⁴ and shoe family income is significantly reduced because of deployment⁵, a call or order to active duty pursuant to a provision of law referred to in

⁴ “Active duty” is defined in section 101(d)(1) of title 10, United States Code.

⁵ “Deployment” as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph 4 of such section.



section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service connected⁶ death or disability of the member; AND

2. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Documentary Evidence - The collection of documentary evidence is the preferred method of documentation to establish eligibility. Documentary evidence is “source documentation” obtained from an official entity/agency that verifies a particular eligibility criterion. Examples of entities/agencies that provide source documentation include, but are not limited to: TANF/CalWORKS, foster care agencies, probation departments, parole agents, juvenile justice system, Employment Development Department, California Department of Rehabilitation, secondary schools, community colleges, universities, etc.

Documentation – The maintenance of physical evidence in participant files that is obtained during the eligibility determination process. Such evidence may include copies of the source documents, completed *Telephone/Document Inspection Forms* (collateral contacts) and signed *Applicant Statement Forms*.

English Language Learner – An individual who has limited ability in writing, speaking, or comprehending the English language, and—

1. Whose native language is a language other than English; or
2. Who lives in a family or community environment where a language other than English is the dominant language.

Family – Two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

1. A husband, wife (including same sex spouses) and dependent children.
2. A parent or legal guardian and dependent children.
3. A husband and wife (including same sex spouses).

First Generation College Student – A first-generation college student, for the purpose of this grant, will be defined as:

- A. An individual both of whose parents (natural or adoptive) did not complete a baccalaureate degree; **or**
- B. In the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.

This definition is utilized by Federal TRIO programs and may be found in section (f) of the linked document: <https://www2.ed.gov/about/offices/list/ope/trio/triohea.pdf>

⁶ “Service-connected” as defined in section 101(16) of title 38, United States Code.



Note: If an individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or adoptive parent, then/he she will be considered, upon entering college, a “first generation college student.” As there is no legal definition of “regularly reside” associated with this TRIO information, service providers are expected to define this locally (and consistently) for use within the program.

Foster Care Youth – An individual in foster care or who has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement. This includes youth who were formerly in foster care, but may have returned to their families before turning 18.

Gender Nonconforming: Gender nonconforming refers to people who do not follow other people’s ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth⁷.

Household Income - The annual income of the household the applicant is living with (household income shall include only the income of those individuals who are part of the applicant’s family and living under the same roof (see definition of Family). As with the WIOA program, ask about the previous six months of household income prior to application and then annualize it by multiplying the amount by 2 and enter result in spreadsheet.

Household Size – Include any individuals whose income is included in “Household Income,” including those family members whose income was \$0 (e.g., children or others who did not work in the six months prior to the application date).

Housing Assistance – Housing assistance includes payment for monthly rent and fees to sober living environments (SLEs), recovery residences, residential treatment centers, and individual housing assistance.

Contracted SLEs and treatment centers will ensure that residence administrators will supervise, to the extent possible, participation of tenants in program activities, substance abuse classes and/or meetings, implement curfew restrictions, require client cooperation with law enforcement, and provide an environment that promotes employment readiness.

Housing assistance for private, individual rental agreements will be provided on a case-by-case basis, and participants must verify that the housing arrangement is safe, meets supervision requirements, and is sustainable after program assistance is depleted. A legal rental agreement is required and must be signed by tenant and landlord.

Immigrant – An immigrant is a person living in a country other than that of his/her birth. No matter if that person has taken the citizenship of the destination country, served in its military ,

⁷ Definition used from *Fact Sheet: Transgender & Gender Nonconforming Youth in School*. Sylvia Rivera Law Project website: <https://srlp.org/resources/fact-sheet-transgender-gender-nonconforming-youth-school/#:~:text=%E2%80%9CGender%20nonconforming%E2%80%9D%20refers%20to%20people,%E2%80%A2>



married a native, or has another status—he/she will forever be an immigrant (also known as an international migrant).

Incentive Payment – Payments made available to RERP participants that reward satisfactory completion of activities that are directly tied to finding/obtaining employment (e.g. resume development, interviewing skills, etc.), education, and training. An incentive payment for RERP participants is NOT considered a supportive service, so a financial needs analysis is NOT required.

The local program shall have a NoRTEC approved written policy in place governing the award of incentive payments, including the activities that must be completed and the amount awarded for each activity.

Note: Incentive payments may only be paid for with RERP funds. Participants may be co-enrolled in other WIOA titles (e.g., Adult, Youth, Dislocated Worker, and other WIOA funded special projects), but the actual incentive payment may only be charged to the RERP program.

Individual Employment Plan (IEP) – An Individual Employment Plan (IEP) is an individualized career service that is developed jointly by the participant and the case manager. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals. All RERP participants must have an IEP in place.

Individual Income – The annual income of the applicant. As with the WIOA program, ask about the previous six months of income prior to application and then annualize it by multiplying the amount by 2 and enter result in spreadsheet.

Long-Term Unemployed – Long-term unemployed, for the purpose of the RERP project, will be defined based upon the Bureau of Labor Statistics definition. If an individual has been without a job for **27 continuous weeks or more**, he/she is considered long-term unemployed. The individual termed “long-term unemployed” does not have to have been looking for work for all 27 (or more) weeks, but must have been searching for a job in the four weeks prior to application.

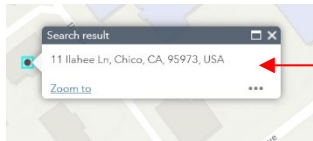
Low-Income Community- A “low-income community,” for the purpose of the RERP project, will be defined based upon an identification process developed by the California Department of Housing and Community Development’s (HCD’s) *Revised 2021 State Income Limits*.

Low income communities and households are defined as the census tracts and households, respectively, that are either at or below 80 percent of the statewide median income, or at or below the threshold designated as low-income by the (HCD). To determine whether the applicant resides in a low income community (at the point of application), go to the following website: <https://webmaps.arb.ca.gov/PriorityPopulations/>.

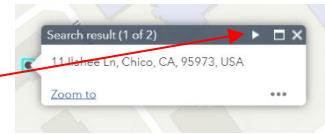
Once there, a map of California will show shaded areas that represent areas that are considered low income communities (you may **left**-mouse-click on the shaded area and a window will pop-up and indicate with a “Yes” or “No” if the census tract is a Low-Income Community).



You may also enter the actual address in the search window. Once the search function is performed, a black dot will appear showing the location of the applicant's residence:



Click on the black dot after this screen appears and an arrow will appear in the grey ribbon. Click on the arrow and the information you need will appear.



Low Income Status – Determining Low Income Status (Yes or No) should utilize the same economic indicators that the WIOA program uses.

Objective Assessment - A process that identifies the academic levels, skill levels, and service needs of each participant. Such assessment shall also include a review of basic skills, occupational skills, prior work experience, employability interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways for participants. Applicants with disabilities may also need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations.

Selective Service/Military Status – Each male individual participating in any program or activity established under WIOA, or receiving any assistance or benefit under WIOA, must comply with Section 3 of the Military Selective Service Act. All males who are at least 18 years of age and born after December 31, 1959, and who are not in the armed services on active duty must be registered. RERP participants are not required to provide documentation for selective service, but it is recommended that it be collected, as it would be required for co-enrollment into the WIOA program and to obtain federal financial aid. For more information on who must register, visit: <http://www.sss.gov/register/men-26-and-older/>

Self-Attestation – Self-Attestation is a method of documenting eligibility criteria. This method is to be used only when documentary evidence is unavailable and a collateral contact (documented through the use of a *Telephone Verification/Document Inspection Form*) is not an option. A Self-Attestation by the participant (or other appropriate party) shall be documented through the use of an *Applicant Statement Form*, which must be signed by the individual making the statement. Case notes should reflect why self-attestation was utilized by outlining what attempts were made to collect eligibility documentation via documentary evidence and collateral contact methods.

Supportive Services – Supportive services are services that enable an individual to participate in RERP activities. An individual receiving such services must be enrolled in the RERP program. See Attachment H for detailed information on the types of supportive services that may be provided under RERP.



Transgender – Transgender is a general term used to describe people whose gender identify differs from the sex they were assigned at birth⁸.

ATTACHMENT B

RERP

CAREER, TRAINING, SUPPORTIVE SERVICE ACTIVITIES

Most activities allowable for WIOA participants are also allowable for RERP participant. Definitions of Career, Training, and Supportive services are listed below, in alphabetical order by service category. This list is not all inclusive.

Except for the requirement that all RERP clients receive an objective assessment and have an IEP developed before any additional services are provided, there is no expected order for service provision.

Career Services

Adult Literacy, Basic Skills, or GED – Basic skills training, including but not limited to, reading comprehension, math computation, writing, speaking, listening, problem solving, and reasoning.

⁸ Definition used from *Fact Sheet: Transgender & Gender Nonconforming Youth in School*. Sylvia Rivera Law Project website: <https://srlp.org/resources/fact-sheet-transgender-gender-nonconforming-youth-school/#:~:text=%E2%80%9CGender%20nonconforming%E2%80%9D%20refers%20to%20people,%E2%80%A2>



Career Guidance/Planning – The provision of information, materials, suggestions, and/or advice to help a participant make occupational or career decisions.

Development of IEP/ISS/EDP – An Individual Employment Plan (IEP) is an individualized-career service that is developed jointly by the participant and the case manager. The plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals.

ELL (English Language Learner) Services – ELL services are provided to a participant whose primary language is not English. Services are designed to increase the English language proficiency of the participant so they can attain training and/or employment success.

Financial Literacy Education – Financial Literacy Services support the ability to do one or more of the following: (1) Create household budgets, initiate savings plans, and make informed financial decisions about education, retirements, home ownership, wealth building, or other savings goals; (2) Manage spending, credit, and debt, including credit card debt, effectively; (3) Increase awareness of the availability and significance of credit reports and credit scores in obtaining credit, including determining their accuracy (and how to correct inaccuracies in the reports and scores), and their effect on credit terms; (4) The ability to understand, evaluate, and compare financial products, services, and opportunities; and (5) Address the financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials.

Homeless Individual – An individual who meets any of the following criteria is considered homeless:

- A. Lacks a fixed regular, and adequate nighttime residence; this includes an individual who
 1. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 2. Is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations;
 3. Is living in an emergency or transitional shelter;
 4. Is abandoned in a hospital; or
 5. Is awaiting foster care placement.
- B. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings such as a car, park, abandoned building, bus or train station, airport, or camping ground.
- C. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work.
- D. Is under 18 years of age and absents himself/herself from home or place of legal residence without the permission of his/her family (i.e., runaway youth).



Individual Counseling – The provision of counseling and vocational guidance to assist the participant with achieving employment goals and to make decisions regarding employment and/or training opportunities.

Interest and Aptitude Testing – The testing of a participant’s aptitude to determine if he/she has the necessary skills and qualifications to achieve his/her employment goals or to successfully participate in a selected program of training services.

Job Search and Placement Assistance – The provision of job search and placement assistance to a participant and, in appropriate cases, career counseling, information on in-demand industry sectors and occupations and nontraditional employment.

Mentorship - An activity that pairs a mentor experienced in one or more areas with a participant. The mentor shall share his/her knowledge, wisdom, and experience and shall facilitate learning through methods such as instruction, coaching, modeling, and advising. A mentorship may include a contract for learning and shall last for a specified period of time.

Objective Assessment – A process that identifies the academic levels, skill levels, and service needs of each participant. Such assessment shall also include a review of basic skills, occupational skills, prior work experience, employability interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways for participants. Applicants with disabilities may also need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations.

Pre-Apprenticeship Program - Pre-Apprenticeship program that has a documented partnership with at least one Registered Apprenticeship Program and, upon completion, will provide the necessary skills/competencies to enter a Registered Apprenticeship program.

Resume Preparation Assistance - An AJCC staff provided one-on-one instruction on résumé and cover letter formats, and assisted in the development of one or both.

Short-term Prevocational Services - Short-term prevocational services include the development of learning, communication, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare a participant for training or unsubsidized employment.

Transitional Job - A Transitional Job is placement in subsidized employment in a time-limited work activity within the public, private, or nonprofit sector. These jobs are designed to assist with the establishment of a work history, demonstrate success in the workplace, and assist with the development of skills that lead to entry and retention in unsubsidized employment. Participants enrolled in this activity must have at least one of the following: (1) barriers to employment; (2) an inconsistent work history; or (3) they have been chronically unemployed. Enrollment in this activity requires the participant to concurrently receive comprehensive employment and supportive services.



Work Experience – A planned, paid, structured learning activity that took place in a public, private, or nonprofit sector workplace for a limited period of time.

Training Services

Apprenticeship Training - Training provided through enrollment in a Registered Apprenticeship Program listed on the ETPL.

Customized Training - Enrollment in a customized training program designed to meet the specific requirements of an employer, or group of employers, conducted with the commitment by the employer to employ the participant upon successful completion of the training, and for which the employer paid a significant portion of the cost of training, as determined by the local Workforce Development Board (NoRTEC).

Entrepreneurial Training - Skills training that includes, but is not limited to, the elements of starting and operating a small business, business plan development, securing financing, general business law concepts, employee management, and the understanding of marketing concepts.

Job Readiness Training – Training that provides the skills/competencies necessary to be successful in the workplace. These skills/competencies include, but are not limited to, how to communicate in an office environment, how to function as part of a team, and how to work in a deadline driven workplace.

Occupational Skills Training (approved ETPL Provider) – Training program included on the ETPL designed to provide the technical skills necessary to perform a specific job or group of jobs. *With prior written approval from NoRTEC, a participant may be provided with Occupational Skills Training through a training provider that is not listed on the ETPL.*

On-the-Job Training (OJT) – OJT is training provided to a participant after he/she has been hired by an employer. The participant is paid while engaged in productive work in a specific occupation. The training must provide the knowledge or skills essential to the full and adequate performance of the job, and shall be limited in duration to what is appropriate to the occupation for which the participant is being trained, taking into account the content of the training and the existing skills and abilities of the participant. The employer may be reimbursed for up to 100% of the cost of the participant's wages during the training period to compensate the employer for the extraordinary costs of providing the training and additional supervision related to the training.

Prerequisite Training – Prerequisite training/coursework prior to entry into an institution's approved training program.

Skills Upgrading and Retraining – Training to upgrade a participant's skills or to retrain.

Workplace Training and Cooperative Education – Training that combines workplace training with related instruction (includes cooperative education programs).



Supportive Services

Child/Dependent Care – Supportive service that provides assistance with childcare or dependent care to enable the participant to participate in RERP activities.

Educational Testing – Supportive service that provides assistance with a high school equivalency test or an exam for an occupation certification or credential for the purpose of obtaining employment.

Housing Assistance – Supportive service that provides housing assistance to a participant after being placed in unsubsidized employment, education, or training. This service was provided to enable the participant to further progress in his/her occupation or retain employment.

Incentive Payment - Payments made available to RERP participants that reward satisfactory completion of activities that are directly tied to finding/obtaining employment (e.g. resume development, interviewing skills, etc.), education, and training. An incentive payment for RERP participants is NOT considered a supportive service, so a financial needs analysis is NOT required.

Job Search Allowance – Supportive service to enable the participant to purchase items necessary for conducting a successful job search.

Medical – Supportive service that provides assistance with medical services to enable the participant to participate in RERP activities.

Post-Secondary Academic Materials – Supportive service that provides assistance with books, fees, school supplies, and other necessary supplies for students enrolled in post-secondary education classes.

Seminar/Workshop Allowance – Supportive service to enable the participant to attend an employment-related seminar or workshop (this includes court ordered classes and counseling—except for career/vocational counseling which is not a supportive service and shall be entered as a Career Service).

Temporary Shelter – Supportive service that provides assistance with temporary shelter to enable the participant to participate in RERP activities. For RERP, this includes assistance with the cost of sober living environments (SLEs), recovery residences, and residential treatment centers.

Tools/Clothing – Supportive service that provides assistance with obtaining employment-related attire or tools for the purpose of obtaining employment.

Transportation – Supportive service that provides assistance with transportation to enable the participant to participate in RERP activities.

Utilities – Supportive service that provides assistance with utilities after the participant has been placed in unsubsidized employment, education, or training. This service was provided to enable the participant to further progress in his/her occupation or retain employment.





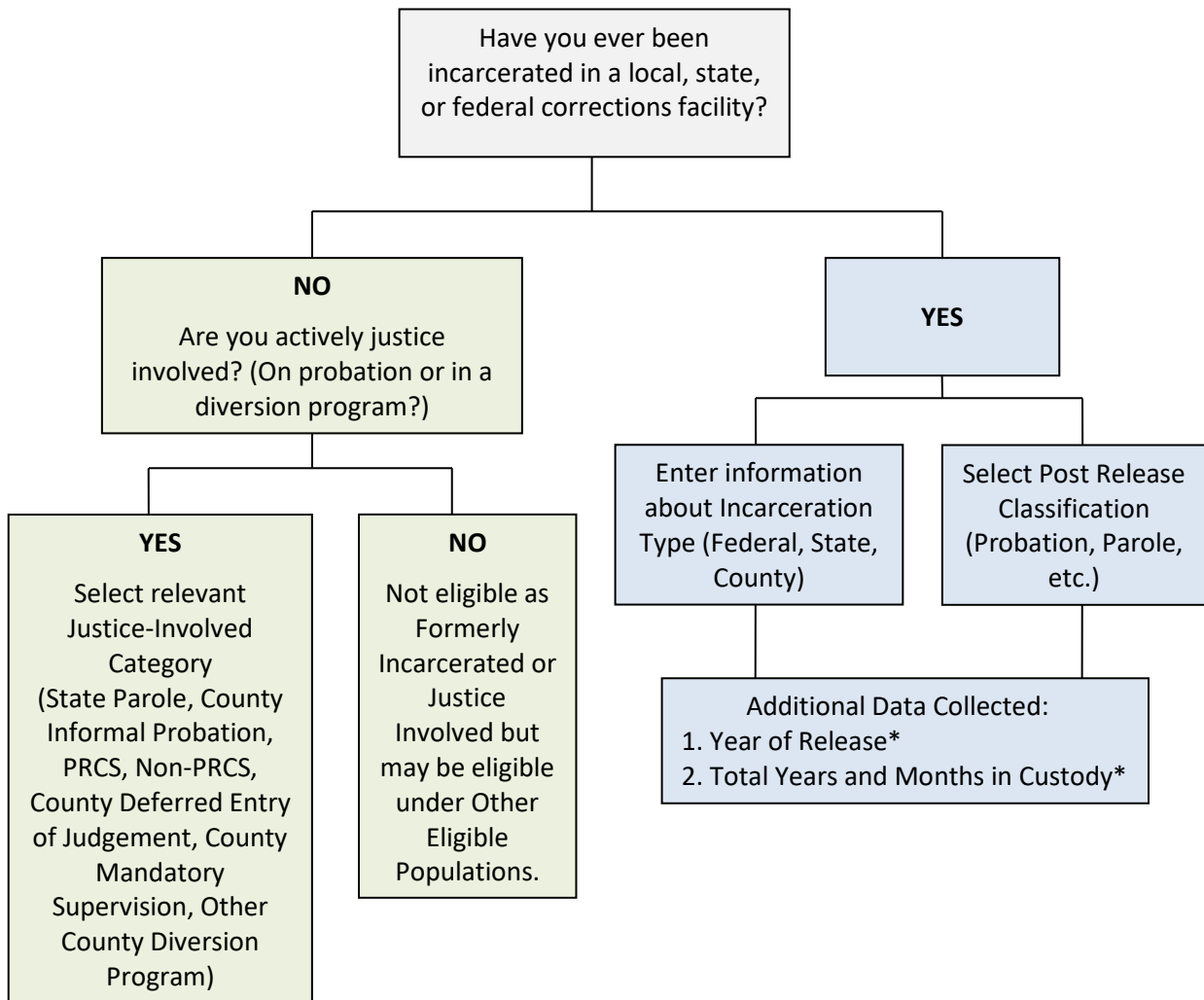
ATTACHMENT C

NORTEC RERP TARGETED RECRUITMENT TOOL					
1	2	3	4	5	6
<p>Last convictions were many years ago, who are loosely attached to the justice system, crime is not a lifestyle</p> <p>E.g. DUI, Unsupervised</p> <p>Risk: New negative circle, lack of commitment</p>	<p>Misdemeanor convictions, strong support systems, have not been to prison, may not be remorseful, not committed to services/intervention</p> <p>E.g. Ongoing minor crimes, resistance, probation w/out GPS</p> <p>Risk: Lack of supervision, motivation</p>	<p>Felony convictions, jail sentences, open to change, no support system, basic needs from program, moderate supervision</p> <p>E.g. ACS/GPS, in recovery < 6 months</p> <p>Risk: Recidivism</p>	<p>Felony convictions, prison term/s, strong desire to change, 1-2 support people</p> <p>E.g. Ties to community, some work history</p> <p>Risk: Fear of failure, easily frustrated</p>	<p>Multiple felonies, history of nonreporting, mental or behavior issues, location challenges</p> <p>E.g. Housing insecure, reluctant to change, excuses</p> <p>Risk: Inability to understand and accept change</p>	<p>Unable to change criminal behavior due to deeply ingrained, generational criminal thinking styles or drug addiction</p> <p>E.g. Continuous revocation issues, no solid referral from LE</p> <p>Risk: Out of our range of services</p>





**DATA ENTRY FLOW CHART
RERP ELIGIBILITY**



**The year of release is the year of the most recent instance of incarceration.*

***Total number of years and months includes all instances of incarceration.*



ATTACHMENT E

**ELIGIBILITY SUMMARY
RERP PROGRAM**

Applicant Name: _____

FORMERLY INCARCERATED	
Type of Incarceration	Post Release Classification
Federal Facility <input type="checkbox"/> Federal Penitentiary <input type="checkbox"/> Tribal <input type="checkbox"/> Military <input type="checkbox"/> Immigration Detention <input type="checkbox"/> Home Detention State Facility <input type="checkbox"/> CDCR <input type="checkbox"/> MCRP <input type="checkbox"/> CCTRP <input type="checkbox"/> ACP <input type="checkbox"/> CPMP <input type="checkbox"/> DJJ County Facility <input type="checkbox"/> County Jail <input type="checkbox"/> ACP <input type="checkbox"/> Felony Prison Term in County Jail <input type="checkbox"/> County Juvenile Hall or Other Juvenile	Federal Supervision <input type="checkbox"/> Federal Probation <input type="checkbox"/> Federal Supervised Release State Parole <input type="checkbox"/> Residential Program (FOTEP, PSC, RMSC, STOP, THP) <input type="checkbox"/> Outpatient and Drop-in Program (Caltrans Parolee Work Crew, CVC, CCLC, DRC, STAR) County Probation <input type="checkbox"/> PRCS Fully Discharged <input type="checkbox"/> Not under any post release Supervision <i>(This category may be utilized only with prior permission from NoRTEC's Project Coordinator)</i>

JUSTICE INVOLVED



<input type="checkbox"/> State Parole
<input type="checkbox"/> County Informal Probation
<input type="checkbox"/> Post Release Community Supervision (released from State Prison)
<input type="checkbox"/> County Probation, Non-PRCS (formal probation, non-prison release)
<input type="checkbox"/> County Deferred Entry of Judgement
<input type="checkbox"/> County Mandatory Supervision
<input type="checkbox"/> Other County Diversion Program

OTHER ELIGIBLE POPULATIONS
<input type="checkbox"/> English Language Learners: An English Language Learner (ELL) is defined as a person who has limited ability in speaking, reading, writing, or understanding the English language and (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.
<input type="checkbox"/> Homeless and Housing Insecure: A homeless and/or housing insecure individual lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; is living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements; is an unaccompanied or migratory youth; and/or is fleeing domestic violence or life-threatening conditions in the individual's current housing situation.
<input type="checkbox"/> Immigrants: An immigrant is defined as a citizen and national of the United States (U.S.); a lawfully admitted permanent resident; a refugee; an asylee; a parolee; an eligible migrant or seasonal farmworker; or another immigrant authorized by the attorney general to work in the U.S.
<input type="checkbox"/> People with Disabilities: People with Disabilities (PWD) is an individual who identifies as a person with a physical or mental impairment that substantially limits one or more major life activities of such individual, has a record of such impairment, or is regarded as having such an impairment.
<input type="checkbox"/> Veterans: A veteran is a person who served in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable. The eligible participants in this program are veterans in at least one of the following priority groups. Each group is different and has characteristics; however, individual veteran participants can belong to more than one group.
<input type="checkbox"/> Youth: A youth is an individual that meets the criteria for WIOA eligible out-of-school youth ages 18-24.
<input type="checkbox"/> Dislocated Workers: are individuals who have been terminated or laid off, or has received a notice of termination or layoff; is eligible for or has exhausted entitlement to



unemployment compensation; were self-employed (including employment as a farmer, a rancher, or a fisherman) but unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, or is long term unemployed and unlikely to return to a previous industry or occupation.

Low-income households (LIHs): are those with household incomes at or below 80 percent of the statewide median income or with household incomes at or below the threshold designated as low-income by the Department of Housing and Community Development's (HCD) State Income Limits adopted pursuant to Section 50093.

First-generation college students: a first-generation college student as one for whom no parent or guardian has earned more than a high school diploma or ever attended college.

Service Provider must be able to provide documentation showing how the individual was vetted and meets the criteria any of the above checked boxes. Documentation will align with typical eligibility requirements under WIOA for the selected categories including self-attestation and staff narratives as a last resort.



ATTACHMENT F

GENERAL ELIGIBILITY ACCEPTABLE DOCUMENTATION	
RERP Program	
Eligibility Criteria	Acceptable Documentation
<p>Right-to-Work</p> <p><i>Note: You must collect source documents that would meet the requirements for an I-9, not fill out the I-9 itself</i></p>	<ul style="list-style-type: none"> • I-9 Level of Documentation: https://www.uscis.gov/i-9 <p>One document from List A OR One document from List B and one document from List C <i>(Self-Attestation is not acceptable documentation for this criterion.)</i></p>
<p>Selective Service Registration (males who were born on or after January 1, 1960, and have attained their 18th birthday)</p>	<p>General information on selective service, who must register, timelines for registration, etc., may be accessed on the website at: https://www.sss.gov/Default.htm</p> <p>On-line verification of prior registration can be accessed here: https://www.sss.gov/RegVer/wfVerification.aspx</p> <p>On-line registration can be accomplished here: https://www.sss.gov/RegVer/wfRegistration.aspx</p> <ul style="list-style-type: none"> • Selective Service acknowledgment letter • Form DD-214 "Report of Separation" • Screen printout of the Selective Service verification site (website) • Documented telephone verification from Selective Service • Selective Service registration card • Selective Service verification form (Form 3A) • Stamped post office receipt of registration • Selective Service status information letter



	<ul style="list-style-type: none">• Evidence presented by an individual that his failure to register with the Selective Service was not knowing and willful (e.g., a written explanation accompanied by supporting documentation such as third party affidavit)
Age	<ul style="list-style-type: none">• Baptismal record• Birth certificate• Form DD-214 "Report of Separation"• Driver's license or temporary driver's license• Federal, state or local government issued identification card• Hospital record of birth• Passport• Public assistance/social service records• School records or identification card• Work permit• Tax records (if birthdate is part of the record)• Tribal records
Formerly Incarcerated or Justice Involved	<ul style="list-style-type: none">• Police records• Official correspondence from a parole or probation department• Phone verification by a parole or probation agent• Official documentation demonstrating an individual's relevant interaction with the criminal justice system• Self-Attestation (only as a last resort)



ATTACHMENT G

RERP INITIAL INTERVIEW FORM





RERP INITIAL INTERVIEW
(This form will NOT be used for hiring purposes)

PLEASE PRINT CLEARLY

Last Name:
 First Name:
 Gender: Female Male Nonbinary
 Did not self identify

Transgender or Gender Non-Conforming: Yes No
 Did not self identify

Street Address:
 City/State/Zip:
 Home Phone:
 Cell Phone:

Date of Birth:
 Age:
 Soc Sec #:

Does the applicant live in a Disadvantaged Community?
 Yes No

Does the applicant live in a Low-Income Community?
 Yes No

Is the applicant a First Generation College student?
 Yes No

Mailing Address:
 City/State/Zip:
 Message Phone:
 Email:

Assist the applicant with the set-up of an email address if he/she does not have one.

Alternate Contact

Name: Phone:

General Information

Do you plan on staying in the area? Yes No _____

What mode of transportation do you use? Walk Bus Car Bicycle

Do you have a California Driver's License? Yes No Details: _____

Migrant/Seasonal Farmworker Status: Adult Seasonal Farmworker Adult Migrant Farmworker Youth Seasonal or Migrant Farmworker Dependent Adult Dependent Youth

Do you have Tribal Status? Yes No

Referred By: Parole Probation MCRP ACS (SO) TAY/Diversion Juvenile Hall
 Other _____

Date (include year) and facility of most recent release: _____

Type of facility: Federal State County N/A

Post-Release Supervision: _____ Supervising Officer: _____

Supervising Officer Phone: _____ Email: _____

Total years incarcerated (lifetime): _____ Total number of offenses (if known): _____



CDCR Number (if applicable): _____

Work History

Type of experience: _____ Where: _____

Start Date: _____ End Date: _____

Tasks/Duties/Skills: _____

Type of experience: _____ Where: _____

Start Date: _____ End Date: _____

Tasks/Duties/Skills: _____

Type of experience: _____ Where: _____

Start Date: _____ End Date: _____

Tasks/Duties/Skills: _____

Type of experience: _____ Where: _____

Start Date: _____ End Date: _____

Tasks/Duties/Skills: _____

Education/Certifications/Job Interests

Do you have a high school diploma or equivalent? Yes No

If you have (or intend to) enroll in college, would you be a "First Generation College Student?" Yes No

Do you have any certifications? Yes No

If Yes, please list: _____

Did you participate in any programs while incarcerated? Yes No (If Yes, please list below)

Education: _____



Vocational: _____

Recreational: _____

Other: _____

Have you applied for, or enrolled in, any other programs? _____

What are your current plans? Part-Time Job Full-Time Job Vocational Training Diploma/GED/HiSet
 Meet Court Requirements College Access Other Services

What is your desired occupation? _____

Industry of Choice: Construction Welding Landscaping Office/Clerical Restaurant/Food
 Retail Help People Agriculture Computers/IT Warehouse/Forklift
 Other _____

Staff Signature: _____ Date: _____

If the applicant is not enrolled into the RERP program, please indicate which partner agency(ies) the applicant was referred to:

- AJCC (Career Services) Department of Rehabilitation Health/Counseling Temporary Employment Agency
 Social Security Administration Social Services Agency Other _____





Information Related to Medical/Disability Status

Applicant Name: _____

We are required by law to collect and maintain medical and disability status information separately from our routine data collection process. We collect the following information to ensure we explore all possible sources of funding to meet your employment and training needs.

Are you pregnant? Yes No

Do you have a disability? Yes No

If Yes, briefly describe your employment-related limitations: _____

Do you have any mental or emotional health issues? Yes No

If Yes, describe briefly: _____

Do you take any medications? Yes No

If Yes, list: _____

Do you have substance abuse issues? Yes Current Past No

If Yes, describe briefly: _____

Would you consider any of the following as part of your plan?

- Residential Treatment Outpatient Treatment Medically Assisted Treatment
 Religion Based Services Supplemental Security Income (SSI) Counseling