**“Real Work for Real Pay in the Real World”**

Local Partnership Agreement

Template

California Department of Education

California Department of Rehabilitation

California Department of Developmental Services

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# Introduction to the Local Partnership Agreement Template

The California Department of Education (CDE), the Department of Rehabilitation (DOR), and the Department of Developmental Services (DDS) seek to foster an environment of collaboration to increase competitive integrated employment (CIE) opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD).

Competitive Integrated Employment is described in plain language by the motto: “Real Work for Real Pay in the Real World.” The term means working for pay (at least minimum wage) in the community alongside people without disabilities. Work can be full-time (up to 40 hours per week) or part-time with the same level of benefits and opportunities for advancement as other employees.

The [CIE Blueprint](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) outlines the collaborative efforts between the three departments on a statewide level. A Local Partnership Agreement (LPA) identifies the ways in which partners will work together on a local level. Each agreement is built around the core partners of one or more local educational agencies (LEA), one or more DOR districts, and one or more regional centers, and can include any number of additional local community partners.

The LPA Template is designed to facilitate conversations that result in collaborative plans to assist consumers in achieving CIE. It will help guide LEAs, DOR districts, and regional centers in establishing agreements that will include the following:

* A plan to expand the capacity of the pathways to employment in supporting individuals to achieve CIE, including those in underserved regions and populations.
* Linkages to local and regional resources to include in conversations about transition, service delivery, and accommodations and supports (including assistive technology as appropriate).
* Coordination of mandatory services and documentation for youth and adults related to limitations on subminimum wage employment.

Refer to [Appendix A – Interagency System Overview](#_Appendix_A_–) for an overview of the service delivery system for each department (CDE, DOR, and DDS).

# Core Principles

The core principles that guide the overarching systems change efforts by the three departments are:

1. Individuals with ID/DD will be connected with community resources and natural supports from transition through adulthood to achieve the work goals identified in their person-centered planning document.
2. All individuals and families will have information and assistance on benefits planning to encourage maximizing earnings and employment.
3. As with all other students and adults, individuals with ID/DD will be afforded opportunities for career exploration, career development, and post-secondary education and training.
4. Career exploration and development activities will include work experience in CIE settings in the community.
5. User-friendly information on transition and employment services will reflect the cultural context of the individuals and their families.
6. Individuals age 24 and under will not be placed in jobs earning less than minimum wage unless certain conditions are met.
7. Individuals will be placed in settings in the community interacting with people without disabilities rather then segregated work settings consistent with federal and state requirements.
8. All individuals will be transitioned out of places that are segregated and into work or other pathways to work in the community.

# Coordinating Efforts through LPAs

## What are Local Partnership Agreements?

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.

An LPA will include strategies for each of the following:

* Outreach to underserved communities
* Coordination of referral processes
* Inclusion of community partners
* Integration of corresponding person-centered plans
* Communication between partners
* Fidelity to agreements
* Leveraging of resources
* Coordinated and well-sequenced services

The strategies in the LPA will result in the following outcomes:

* Increased CIE opportunities for individuals with ID/DD
* Seamless delivery of services
* Collaborative person-centered planning processes
* Focus on the individual and the individual’s dreams and future plans
* Career choices based on the individual’s strengths, abilities, preferences, lifestyle, cultural background, and informed choice
* Engagement and participation of underserved communities, including racially and ethnically diverse groups
* Trust, communication, and respect between partners

## Who is Included in a Local Partnership Agreement?

Both core and community partners may enter into an LPA. Core partners are LEAs, DOR districts, and regional centers. Community partners are any other local stakeholders whose participation supports the intentions of the LPA.

An LPA can include any number of local community partners. The incorporation of local community partners expands on what’s *possible* when creating an LPA but is not required. Potential community partners will vary based on the local resources, but may include the following:

* **Public Community Services**

Including County Social Services, [Juvenile Justice System](http://www.cdcr.ca.gov/Juvenile_Justice/index.html), and County Mental Health.

* **Private Non-Profit Services and Organizations**

Including [Family Resource Centers](http://www.dds.ca.gov/EarlyStart/FamilyResources.cfm), Parent and Consumer Organizations, Youth Leadership Organizations, [Independent Living Centers](http://www.rehab.cahwnet.gov/ils/ILC-List.html), Faith Based Organizations, Foster Care Agencies, [Tailored Day Services](http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramI.pdf), and Community Rehabilitation Programs.

* **Employment Services**

Including [America’s Job Center of California](https://www.careeronestop.org/site/american-job-center.aspx) and Local Workforce Development Boards (LWDB).

* **Business Partners**

Including the [Small Business Administration](https://www.sba.gov/), Rotary and Other Business Organizations, [Chamber of Commerce](https://www.calchamber.com/pages/default.aspx), Mayor’s Business Advisory Committees, and Inclusive Business Support Organizations ([Hispanic Chamber of Commerce](http://www.cahcc.com/), [Asian Chamber of Commerce](http://www.calasiancc.org/), Rainbow Chamber of Commerce, Black Chamber of Commerce, etc.).

* **Education**

Including [Adult Education](http://www.cde.ca.gov/sp/ae/), Community Colleges, Adult and Community College Consortium, [California State University](http://calstate.edu/) and [University of California](https://www.universityofcalifornia.edu/), College to Career, Project Search, and Alternative Schools for Secondary Education.

## Why are Local Partnership Agreements Important?

Local Partnership Agreements create frameworks that transcend changes to personnel, funding, and political climates. They are critical in efforts to change the ways mutual consumers of the core partners are served, to better utilize resources, and to produce improved employment outcomes. By taking the time to develop a plan for working together, partners create a shared vision of what’s possible.

Benefits of LPAs include:

* Coordinated and well-sequenced services
  + Prevents and reduces duplication of services.
  + Expands system capacity.
  + Strengthens collaboration, cooperation, and trust between partners.
  + Optimally supports each individual’s employment goal over time by coordinating the provision and timing of the unique services from multiple local partners.
* Shared resources
  + Increases the pool of resources available to each partner.
  + Creates opportunity to tap under-utilized resources.
  + Consolidates the individual’s access to resources from multiple sources.
* Individual outcomes and opportunities
  + Creates engagement with local and regional business partners, resulting in “job-driven” training and other pathways to CIE in both the public and private sectors.
  + Opportunities for earlier work experience for youth and students.
  + Identifies pathways to inclusive activities and new services for students with disabilities to increase their ability to flourish in their community and life.
  + Increases CIE opportunities for individuals with ID/DD.

## When Should Local Partnership Agreements be Developed?

Local Partnership Agreements may be developed at any time. Core partners are encouraged to initiate the process now to ensure compliance with the commitments made in the CIE Blueprint.

The CIE Blueprint states:

* By June 30, 2018, the departments have a goal to establish at least 13 new LPAs between LEAs, DOR districts, and regional centers, including linkages to the workforce development system, and other key partners and stakeholders.
* Over the next five years (by 2022) the goal is to have LPAs developed between DOR districts, regional centers, and 270 LEAs.

## Where Should Local Partnership Agreements be Submitted?

The DOR will require all District Administrators to send a copy of all new LPAs to the CIE Interagency Leadership Workgroup through the California CIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov). The LPAs will be posted in the CIE Toolbox as a resource for other areas.

## Where can Technical Assistance be Obtained for Local Partnership Agreements?

Submit questions and requests for technical assistance to the CaliforniaCIE inbox at [CaliforniaCIE@dor.ca.gov](mailto:CaliforniaCIE@dor.ca.gov).

# Pathways to Employment

The five fundamental career development pathways to employment shall be the focus for the core partners as they create their LPAs. The pathways to employment are included in the [CIE Blueprint](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx) and are also summarized below.

## Transition Services

Special education and related services under the Individuals with Disabilities Education Act (IDEA) support a pathway to employment through the transition services portion of a student’s Individualized Education Program (IEP). These transition services are based on each youth’s or student’s strengths, preferences and interests.

Each agency, the local school staff, the local DOR staff, and the local regional center staff, all have a role to play in the coordination of the student’s transition to adult life. Students may receive supports concurrently through each of the departments’ person-centered planning processes (the IEP, Individualized Plan for Employment (IPE) and Individual Program Plan (IPP)).

The presumption is that all students with disabilities will have the opportunity to identify their employment goals and, as appropriate, develop their individual career pathways. Each student’s success will then be supported through local level coordination of the goals and services outlined in each student’s IEP, IPE and IPP, as appropriate.

Transition services available through local level coordination may include:

* WorkAbility I programs
* Transition Partnership Programs
* Supports for transition to post-secondary education
* Work-based learning opportunities through DOR, LEAs, or local volunteer organizations, including:
  + Paid and unpaid work experience
  + Internships
  + Volunteer opportunities
* Employment preparation opportunities, including:
  + Foundational employment skills development
  + Self-advocacy training
* Work trials and assessments opportunities through partnerships between LEAs and adult work service providers

## Adult Pathways to Employment

Adult pathways to employment can be made available in a variety of service systems, including adult education, America’s Job Center of California (one-stop), and day program settings that provide employment preparation services.

Services can be provided while in school, post-secondary education, vocational training, and day services. Efforts to effectively coordinate and sequence the funding of services, career development planning and other prevocational services are designed to prepare individuals for CIE.

Adult pathways to employment may include:

* Opportunities to learn about an individual’s interests and skills
* Job shadowing or participation in work trials and internships
* Access to information about job services and supports
* Benefits planning for individuals who utilize public benefits
* Career specific training and placement
* Career exploration and foundational skills development

## Post-Secondary Education Activities

As a pathway to employment, post-secondary education (PSE) activities assist individuals to prepare for the career of their choice. The path an individual chooses should be tied to the career planning process and include supports to achieve the individual’s identified vocational goal.

To leverage existing resources, local area collaborative groups may consider inviting entities who provide PSE and training activities to be part of the planning efforts. The PSE providers can identify resources to support individuals with ID/DD to participate and succeed in PSE programs, leading to CIE outcomes.

An example of this type of partnership is the use of Tailored Day Services to provide supports to an individual enrolled in a community college program.

The PSE activities can include a wide range of training programs, including:

* Vocational training programs
* College programs
* Internships
* Adult education programs

## Supported Employment Services, Customized Employment, and Other Employment Support Options

The provision of job placement services is another pathway to employment in CIE. Job placement services result in employment that matches the needs of the business with the strengths and interests of the individual, and may include employment supports to assist individuals in succeeding in CIE placements. Additionally, some individuals may achieve and be supported in CIE through other mechanisms, including self-employment, internship programs, vocational training programs, and natural supports.

Job placement services may include:

* Negotiation with employers
* Short-term or on-going job coaching
* Development of and transition to natural supports.

Employment supports may include:

* Supported Employment
  + Consists of a specific array of services, typically funded by the DOR program for up to 24 months, and subsequently funded as extended services by regional centers’ habilitation services program.
  + Includes job placement supports and job coaching.
* Customized Employment
  + Defined as a flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, abilities, and interests of a job candidate and the identified business needs of an employer. Customized employment utilizes an individualized approach to employment planning and job development — one person at a time… one employer at a time.

## Business Partner Engagement

Career development pathways are strengthened through business partner engagement. Business partner engagement is the development and coordination of linkages and “job-driven” training with the regional and sector jobs in the business community in order to increase meaningful employment opportunities for individuals with ID/DD.

Linkages with business partners may result in:

* Expanded outreach and engagement with business partners
* Increased awareness of the business community of the benefits of hiring individuals with disabilities.
* Increased awareness of service providers and consumers of the opportunities and staffing needs of local businesses.
* Training to and by business partners.

# Local Partnership Agreement Template

## How to Use the LPA Template

The LPA Template provides an outline for LEAs, DOR districts, and regional centers to coordinate systems to support a seamless delivery of services. The following provides guidance on how to effectively use the template:

For each section heading:

* Review the instructions and inquiries listed beneath each heading in *italic* font.
* The information is designed to assist in considering a variety of circumstances to create effective agreements. The agreement does not have to respond to every instruction and inquiry.
* Discuss and identify the contents and strategies for each section.

**Note**: Examples are provided for some headings to help start the conversation between the local partners. None of the examples are exhaustive.

## **Intent/Purpose**

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for individuals with disabilities including individuals with intellectual disabilities and developmental disabilities (ID/DD).

*As appropriate, expand upon the intentions and purpose of the LPA in accordance with the needs and characteristics of the local partnership area.*

## **Identification of Core Partners**

*Identify all participating core partners here. Core partners are the LEAs, DOR districts, and regional centers. The LPA may include multiple LEAs, DOR districts, and regional centers.*

## **Identification of Community Partners**

*Identify all participating community partners here. Community partners may be any local organizations or stakeholders whose participation supports the intentions of the LPA.*

*Sample Community Partners:*

* **Public Community Services**

Including County Social Services, [Juvenile Justice System](http://www.cdcr.ca.gov/Juvenile_Justice/index.html), and County Mental Health.

* **Private Non-Profit Services and Organizations**

Including [Family Resource Centers](http://www.dds.ca.gov/EarlyStart/FamilyResources.cfm), Parent and Consumer Organizations, Youth Leadership Organizations, Advocacy and Self Advocate Organizations, [Independent Living Centers](http://www.rehab.cahwnet.gov/ils/ILC-List.html), Faith Based Organizations, Foster Care Agencies, [Tailored Day Services](http://www.dds.ca.gov/WorkServices/docs/tailoredDayProgramI.pdf), and Community Rehabilitation Programs.

* **Employment Services**

Including [America’s Job Center of California](https://www.careeronestop.org/site/american-job-center.aspx) and LWDB.

* **Education**

Including [Adult Education](http://www.cde.ca.gov/sp/ae/), Community Colleges, Adult and Community College Consortium, [California State University](http://calstate.edu/) and [University of California](https://www.universityofcalifornia.edu/), College to Career, Project Search, and Alternative Schools for Secondary Education.

* **Business Partners**

Including the [Small Business Administration](https://www.sba.gov/), Rotary and Other Business Organizations, [Chamber of Commerce](https://www.calchamber.com/pages/default.aspx), Mayor’s Business Advisory Committees, and Inclusive Business Support Organizations ([Hispanic Chamber of Commerce](http://www.cahcc.com/), [Asian Chamber of Commerce](http://www.calasiancc.org/), Rainbow Chamber of Commerce, Black Chamber of Commerce, etc.).

## **Roles and Responsibilities: Collaboration through Person-Centered Processes**

*This section invites the local partners to become familiar with each others’ person-centered planning processes to identify how services can best be synchronized to support the individual. Once completed, these sections will identify each partner’s roles and responsibilities in the overarching coordination of services to individuals.*

*Within each section, consider:*

1. *Which community partners will be involved in which sections, and in what ways?*
2. *How will collaboration occur between partners?*
3. *How will duplication be reduced?*
4. *How will collaborative efforts differ when serving the following groups?*
   1. *Students in secondary school*
      1. *Ages 16 through 1 7*
      2. *Ages 18 through 21*
   2. *Individuals not in secondary school*
      1. *Ages 18 through 21*
      2. *Ages 22 through 24*
      3. *Ages 25 and older*

### **Referral and Intake**

*Describe the referral process for each partner. Describe how the referral processes work together to create coordinated and well-sequenced service delivery for individuals and how to optimize the use of local partner resources.*

Consider, from a person-centered planning perspective:

* When is the appropriate time(s) to invite DOR, regional center, and other partners to an Individualized Education Program (IEP) meeting?
* What does the coordination between an LEA, DOR district, and a regional center look like for an individual choosing to pursue CIE?
* How do you make a referral to a regional center for an eligibility determination?
* How do you determine and invite other partners that are able to support an individual’s CIE goal?

### Coordinating Person-Centered Planning

*Describe the person-centered planning process for each partner. Describe how the person-centered plans (i.e., IEP, IPE, and IPP) are connected and how together they can support the individual and, as appropriate, their family. Identify how and when person-centered plans will be coordinated and who will responsible for each aspect of coordination.*

* Individualized Education Program (IEP) *(Describe the IEP process and timeline.)*
  + The IEP will be developed in collaboration with the IEP team, the parents, teacher, student, and others as requested.
  + When a purpose of the IEP meeting is the consideration of transition services for a student, the LEA shall invite the student and, to the extent appropriate and with the consent of the parent or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services.
* Individualized Plan for Employment (IPE) *(Describe the IPE process and timeline.)*
  + The IPE will be developed in collaboration with the consumer, the DOR Rehabilitation Counselor, and others as requested.
* Individual Program Plan (IPP) *(Describe the IPP process and timeline.)*
  + The IPP will be developed in collaboration with the consumer, the regional center Service Coordinator, and others as requested.

### **Information Sharing and Documentation Processes**

*Describe how existing documentation will be utilized for the purposes of eligibility and planning. Define the process to address individuals for whom documentation is not available. Include person-centered processes for consent for release of information and to inform the individual with ID/DD as to what information will be released and how that should occur.*

*For example:*

* Eligibility documentation such as:
  + Medical evaluations and records
  + Social evaluations and records
  + Shared plans (IEP, IPE, and IPP)
  + Other
* Assessment documentation such as:
  + Interest Assessments/Surveys as part of transition planning (CDE)
  + Situational Assessment (DOR)
  + Client Diagnostic Evaluation Report (DDS)
  + Other
* Individual’s Employment Portfolio (paper and/or virtual)
  + Summary of Performance (CDE)
  + Paid and non-paid work experience including volunteer work
  + Letters of reference
  + Resume/Vitae
  + CalWORKs and/or Talent Acquisition Portal (TAP) account
  + Internship/apprenticeship documents
  + Education and training history
  + Transcripts
  + Diplomas and/or certificates
  + Other
* Consent forms such as:
  + LEA Consent for Release of Information
  + DOR Medical and Non-Medical Information Consent
  + DDS DS1968 – Vocational Rehabilitation Referral
  + DDS Regional Center Consent for Release of Information
  + Other
* Documentation for youth and adults related to limitations on subminimum wage employment
* Other documentation relevant to the collaboration of the local partners such as:
* Benefits planning documents

### **Resources**

*Describe available resources, how they will be used, and how they can improve efficiency.*

*Consider resources such as:*

* Resources from various core and community partners
  + Tailored Day Services
  + Future community-based vocational development services (authorized by Senate Bill 577)
* Existing local agreements
  + Such as Memorandum of Understandings with Local Workforce Development Boards
* Local Workforce Development Boards (LWDB)
  + Local and Regional Plans
* America’s Job Center of California
* Education Programs
  + Local career pathways
  + College to Career
  + Adult Education Programs
  + Community Colleges Disability Support Programs & Services
  + Project Search
* Other state and community resources
  + Independent Living Centers

## **Communication**

### Informational

*Describe the communication process for core partners, including meeting type and frequency. Describe how information will be disseminated to staff, stakeholders, and individuals and their families.*

*Describe the communication process with state leadership for technical assistance and feedback.*

### Functional

*Describe how communication is structured between the core partners.*

*Describe the communication process between the LPA partners and the individuals they serve. Identify who is responsible for orienting individuals to pathways available through collaboration within the LPAs.*

*Define how leadership for implementation of the LPA will be provided. Describe the process for updating the LPA.*

### System Measures

*Describe the process the local partnership will use to annually plan for improving CIE outcomes. This can include the use of data and local measures compared to the state wide measures that will be reported in the annual CIE report.*

### **Contact Information**

*List the core LPA members (LEA, DOR district, and regional center) including their contact information. List any community partners contributing to the work described in the LPA and their contact information.*

## Optional Attachments/Appendices

* Terminology

*Add definitions and terminology; local acronyms.*

* LPA Mentoring

*Describe willingness to mentor partners in other areas for LPA development.*

**For example:**

* In the spirit of collaboration, regional centers that have adopted an Employment First policy will be encouraged to share their policy with regional centers that have not adopted an Employment First policy. As needed, technical assistance will be provided to regional centers and their boards to complete this work.

# Appendix A – Interagency System Overview (Excerpt from the CIE Blueprint)

This appendix provides a brief overview of each department’s service delivery system.

**California Department of Education**

The CDE oversees the state's diverse and dynamic public school system, which is responsible for the education of more than seven million children and young adults in more than 9,000 schools. The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs.

The CDE works cooperatively with other state agencies to provide a wide variety of educational supports, from family-centered services for infants and preschool children with disabilities, to planned steps for transition from high school to further education, employment and quality adult life. The CDE responds to consumer complaints and administers the federal IDEA, the No Child Left Behind Act (NCLB), and in 2017 the Every Student Succeeds Act (ESSA), which will replace NCLB, for students with disabilities in California. For more information on special education see the CDE Special Education web site [CDE Special Education Division](http://www.cde.ca.gov/sp/se/). http://www.cde.ca.gov/sp/se/

The CDE provides state leadership and policy direction for school district special education programs and services for students who have disabilities, which the CDE defines as newborn through 21 years of age. Special education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities.

**Current Landscape**

During state fiscal year (SFY)[[1]](#footnote-1) 2013/2014, there were approximately **29,000** students, ages 16 through 21, enrolled in state’s public school system whose disability category could be considered ID/DD. **[[2]](#footnote-2)**

**What are the Special Education Eligibility Criteria?**

A child shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the Individualized Education Program (IEP) team. “The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.”[[3]](#footnote-3)

**What is an IEP?**

The CDE provides general supervision, as required by title 34 Code of Federal Regulations section 300.600, to LEAs that develop and implement IEPs for students with disabilities.

Annually, the student’s IEP team reviews and revises the IEP. Triennially, the student is reassessed, unless there is agreement that assessment is not necessary.

The IEP is developed by a team that includes: the parents of the student; the regular education teacher of the student (if the student is or may be participating in the regular education environment); the special education teacher (or if appropriate, not less than one special education provider) of the student; an LEA representative, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student and is knowledgeable about the general education curriculum and availability of LEA resources; an individual who can interpret the instructional implications of the assessment results; at the discretion of the parent or the LEA, other individuals who have knowledge or special expertise regarding the student; and whenever appropriate, the student. This may include, if invited, representatives from regional centers or local DOR staff.

To the extent appropriate, with the consent of the parents or a student who has reached the age of 18, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Beginning not later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

* Appropriate measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills.
* The transition services, including the course of study, needed to help the student in reaching those goals.
* Beginning not later than one year before the student reaches the age of 18, a statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the student at age 18, unless the student “has been determined to be incompetent under state law.”[[4]](#footnote-4)

Transition services for a student with a disability in a secondary education setting, are a coordinated set of activities that:

* Are 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), continuing and adult education, adult services, independent living, or community participation.
* Are based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests.
* Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

**California Department of Rehabilitation**

The DOR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.), to provide vocational rehabilitation (VR) services to individuals with disabilities, including “youth with disabilities,” ages 14 through 24, and high school “students with disabilities,” ages 16 through 21. The VR program is intended to maximize opportunities for CIE and economic self-sufficiency for individuals with disabilities, including individuals with the most significant disabilities consistent with the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and with informed choice. An employment outcome may include entering or retaining full-time or part-time CIE including but not limited to supported employment or customized employment.

The DOR collaborates with public agencies, including LEAs, colleges, Community Rehabilitation Programs (CRPs), regional centers, and other stakeholders to provide well-sequenced services to mutual consumers. In an effort to serve as many consumers as possible, the DOR is required to make maximum effort to secure comparable services and benefits. When there are insufficient funds to serve all individuals who are eligible, the DOR operates under an Order of Selection and must determine an individual’s priority for VR services. Currently, the DOR is under an Order of Selection but is able to serve individuals with the most significant and significant disabilities. Typically, individuals with ID/DD are considered individuals with the most significant disabilities. A waiting list is maintained for those for whom the DOR does not have sufficient funds to serve and do not meet the priority of services under the Order of Selection.

There are 104 Vocational Rehabilitation Services Delivery (VRSD) teams at the DOR, which provide VR services to eligible Californians with disabilities. Each VRSD team includes five qualified rehabilitation counselors, two service coordinators, one employment coordinator, two office technicians (general), and a team manager.

**Current Landscape**

In SFY 2013/2014, the DOR provided VR services to approximately 100,000 eligible Californians with disabilities per year in 13 geographic districts in the Vocational Rehabilitation Employment Division and a statewide Blind Field Services district within the Specialized Services Division. Of those, approximately **1,700** were identified as individuals with ID/DD ages 16 through 21 and **2,900** ages 22 and over.[[5]](#footnote-5)

**What are the DOR Eligibility Criteria?**

To be eligible for services from the DOR, an individual must:

* Have a physical or mental impairment that creates a substantial impediment to employment.
* Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
* Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

The DOR presumes that individuals with the most significant disabilities can benefit from an employment outcome, and is responsible to provide each individual with an assessment to determine the individual’s eligibility and priority for services and VR needs. Prior to determining that an applicant is unable to benefit due to the significance of the individual’s vocational barriers related to their disability, the DOR must explore the individual’s abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences with appropriate supports provided by the DOR.

**What is an IPE?**

In collaboration with each individual, the DOR qualified rehabilitation counselor performs key functions throughout the VR process, including determination of eligibility priority for services; development of the Individualized Plan for Employment (IPE); approval of any necessary IPE amendments; IPE review at least annually; and determination of the achievement of an employment outcome and/or case closure.

An employment goal and appropriate VR services, as documented through the IPE, are consistent with the individual’s unique strengths, priorities, concerns, abilities, capabilities, interests, and informed choice. The purpose of the IPE is to help an individual with ID/DD prepare for and engage in CIE. Services are provided as appropriate to each individual’s unique circumstances and needs, may include but are not limited to vocational counseling and guidance, assessment, assistive technology, benefits advisement, transition services, including pre-employment transition services for students with disabilities, post-secondary training or education, on the job training (OJT), job-related services and supports, such as job coaching, pre-employment transition services, customized employment, and post-employment services.

For specific information on the provision of VR services and the IPE process see the [Consumer Information Handbook](http://www.dor.ca.gov/Public/Publications-n-Forms.html).

<http://www.dor.ca.gov/Public/Publications-n-Forms.html>

**California Department of Developmental Services**

The Lanterman Act (Division 4.5 of the Welfare and Institutions Code) establishes, unique to the state of California, a commitment to provide services and supports to individuals with [developmental disabilities](http://www.dds.ca.gov/General/info_about_dd.cfm) throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local government services, private businesses, support groups and volunteers. In 2013, Governor Brown signed into law Assembly Bill 1041 (Chesbro) establishing the Employment First Policy in the Lanterman Act. Specifically, the law provides that:

*“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.” (Welfare and Institutions Code, section 4869(a)(1).)*

The DDS is the agency through which the state provides services and supports to individuals with ID/DD. These disabilities include intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through three state-operated developmental centers (in the process of being closed) and one community facility and through contracts with 21 nonprofit organizations called [regional centers](http://www.dds.ca.gov/RC/Home.cfm). The regional centers serve as a local resource to 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. In addition, regional centers help find and access the services and supports available to individuals with ID/DD and their families.

These services include both pre-employment and employment support services. The most common type of pre-employment services funded by regional centers are day program services. Employment supports available through regional centers include referral to the DOR for vocational rehabilitation services, long-term services once placed in an integrated job through the supported employment program, and pre-vocational services.

Today several regional centers are beginning efforts to work with work activity program service providers to change the service delivery to be integrated and focus on achieving CIE opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In State Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB)x2-1), the legislature has authorized the development of two new programs to increase CIE opportunities. One program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

**Current Landscape**

During SFY 2013/2014, the DDS served approximately **38,000** individuals with ID/DD ages 16 through 21 and **126,000** ages 22 and over.[[6]](#footnote-6)

**What are the DDS Eligibility Criteria?**

To be eligible for regional center services, an individual must have a disability that begins before their 18th birthday, is expected to continue indefinitely, and presents a substantial disability. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, eligible individuals shall include persons with an intellectual disability, cerebral palsy, epilepsy, and/or autism. This term shall also include conditions resulting in a disability found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability, but shall not include other handicapping conditions that are solely physical in nature. Eligibility is established through diagnosis and assessment performed by regional centers.

**What is an IPP?**

Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

As part of the planning process, this team assists the individual in developing a description that includes: a preferred place to live, favorite people with whom to socialize, and preferred types of daily activities, including preferred jobs. This description is called a preferred future, and is based on the individual's strengths, capabilities, preferences, lifestyle and cultural background.

The planning team decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the preferred future.

For specific information on the IPP process see the [Individual Program Plan Resource Manual.](http://www.dds.ca.gov/RC/IPPManual.cfm)

<http://www.dds.ca.gov/RC/IPPManual.cfm>

1. July 1 through June 30 [↑](#footnote-ref-1)
2. The disability categories included under ID/DD for the CDE are Intellectual Disability, Autism, and Traumatic Brain Injury. [↑](#footnote-ref-2)
3. California Code of Regulations, title 5, section 3030 [↑](#footnote-ref-3)
4. 20 United States Code 1415(m)(1), 34 Code of Federal Regulations Section 300.520, and California Code of Education Section 56041.5 [↑](#footnote-ref-4)
5. The disability categories included under ID/DD for the DOR are Intellectual Disability and Autism. [↑](#footnote-ref-5)
6. The disability categories included under ID/DD for the DDS are Intellectual Disability, Autism, Cerebral Palsy, Seizure Disorder, and other Developmental Disability. [↑](#footnote-ref-6)