Alameda and Contra Costa County Local Partnership Agreement

## **Intent/Purpose**

The purpose of the Alameda and Contra Costa Local Partnership Agreement (ACCLPA) is to foster preparation for and achievement of Competitive Integrated Employment (CIE) for individuals with intellectual disabilities and developmental disabilities (ID/DD). The framework for this collaboration is to develop shared goals, develop and implement shared protocols, and share data that will augment successful implementation of CIE for individuals with intellectual and developmental disabilities.

## Identification of Core Partners

The ACCLPA partners include:

Regional Center of the East Bay

Department of Rehabilitation, Greater East Bay District

Acalanes Union High School District

Alameda Unified School District

Berkeley Unified School District

Contra Costa County Office of Education

Mount Diablo Unified School District

Oakland Unified School District

San Ramon Valley Unified School District

Spectrum Schools

West Contra Costa Unified School District

## Identification of Potential Community Partners:

America’s Job Centers and Local Workforce Development Boards (Alameda County, Oakland, Richmond, Contra Costa County)

Community Colleges of Alameda and Contra Costa Counties

Adult and Career Education

Community Rehabilitation Providers (CRPs/ adult service providers)

East Bay Employment Task Force

Chamber of Commerce

Service Clubs- Rotary, Jaycees

Monument Impact

Independent Living Centers

Care Parent Network (Contra Costa County)

Family Resource Navigators (Alameda County)

New partners added as needed

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

The referral process is designed to create well-sequenced service delivery for individuals and to optimize the use of local partner resources. The following will provide a generic guideline for the referral process across agencies:

**APPROPRIATE REFERRALS**

* Students with Intellectual or Developmental Disabilities ages 16-21 years old
	+ Optimal time to refer an individual to DOR is no later than January of senior year
	+ Optimal time to refer an individual for eligibility determination by RCEB is prior to the individual’s 18th birthday
* Adults with Intellectual or Developmental Disabilities
	+ Optimal time to refer a RCEB student for Adult Services is after they exit high school, as coordinated via Individual Education Plan (IEP) transition plan
* Referral processes to the local education agency (LEA) for Special Education Services 16-21 years old
	+ RCEB or DOR can direct any student to the Special Education Local Plan Area at any time during enrollment in K-12

**REFERRAL PROCESS**

**REGIONAL CENTER OF THE EAST BAY**

Regional Center of the East Bay provides services in Alameda and Contra Costa Counties. Anyone who resides in our two counties and is suspected of having a developmental disability may be referred to the regional center. You can apply for regional center services by phone or by written request. You will be directed to the Intake Coordinator who will conduct a basic screening to determine if further assessment and diagnostic services are appropriate. Persons with developmental disabilities may apply for services directly or be referred by others.

Eligibility According to the Lanterman Act:

A developmental disability is defined in California law as a disability that originates before the age of 18, continues, or can be expected to continue indefinitely; and constitutes a substantial disability. Developmental Disability includes

* Intellectual Disability
* Cerebral Palsy
* Epilepsy
* Autism
* Other substantially disabling conditions closely related to intellectual disability or which require treatment similar to the treatment required by persons with intellectual disability may be eligible for services

A “substantial disability” means the existence of significant functional limitations in three or more of the following areas of major life activity, as determined by a regional center, and as appropriate to the age of the person:

* Self-care
* Receptive and expressive language
* Learning
* Mobility
* Self-direction
* Capacity for independent living
* Economic self-sufficiency

Excluded According to the Lanterman Act:

* Psychiatric disorders or social functions which originated as a result of the psychiatric disorder
	+ Ex: pscycho-social deprivation and/or psychosis, severe neurosis, personality disorders
* Solely learning disabilities
	+ Ex: ADHD, Dyslexia, Speech pathology
* Solely physical in nature
	+ Ex: polio, muscular dystrophy, arthritis

The individual will be notified of their eligibility by letter within 10 days after the determination is made. Any applicant who is not eligible for ongoing regional center services will be informed of his/her appeal rights and the fair hearing process, and will also be referred to other appropriate resources.

**DEPARTMENT OF REHABILITATION**

**Requesting DOR Student Services**

The following 5 DOR Student Services may be requested without a full application for DOR Vocational Rehabilitation Services as described below. Information may be obtained at dor.ca.gov or by contacting the local DOR office.

* Job exploration counseling
* Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships
* Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
* Workplace readiness training to develop social skills and independent living
* Instruction in self-advocacy

**Application for Vocational Rehabilitation Services**

If vocational services are being requested, an Application is required.

There are three requirements that comprise the application process.

To complete the application submission process and to become an "applicant", an individual must perform all of the following:

1. Submit a request for services. This action is considered complete when the DOR receives one of the following:
* A completed, signed DR 222 Vocational Rehabilitation (VR) Services Application
* A completed intake application form from a One-Stop center requesting VR services for the individual
* A request for services, including online applications received through the DOR Internet web site
1. Provide information needed to initiate an assessment to determine eligibility and priority for services. The minimum information required includes the following:
* The name of applicant
* A means of contact (e.g., address, email, telephone number)
* A reason for application
1. Be available to complete the assessment process. "Available" typically means an individual:
* Is not on an extended vacation, incarcerated, or otherwise indisposed

It is very important to determine and document the "Date of Application" because the date triggers a deadline for the DOR to determine the individual’s eligibility. The date of application is determined when the applicant completes the application submission process.

Eligibility - The four factors that establish eligibility for VR services are:

* 1. The applicant has a physical or mental impairment
	2. The physical or mental impairment is a substantial impediment to employment
	3. The applicant requires VR services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice
	4. A presumption that the applicant may benefit from services in terms of an employment outcome in an integrated setting

The DOR shall determine an applicant’s eligibility within 60 days of the date of application.

**PERSON CENTERED PLANNING PROCESSES:**

**REGIONAL CENTER OF THE EAST BAY**

**Individual Program Plan (IPP)** –This written plan is similar to an IndividualizedEducation Program (IEP). It outlines special services, goals and objectives for a person who needs individualized help because of a developmental disability. The Regional Center and the Consumer develop the IPP.

Individual Program Plan - The IPP will be developed in collaboration with the consumer, the Regional Center Service Coordinator, and others as requested. The IPP meeting is an annual meeting held with the individual served, members of his or her circle of support, and the Regional Center Service Coordinator to discuss the individual’s goals, desired outcomes, and plans. This meeting is held annually during the individual’s birth month or when needs are identified. The IPP team also discusses how community resources and Regional Center funded services help the individual meet his or her plan objectives. The Regional Center Service Coordinator completes a comprehensive IPP report that includes information from the meeting and services to address plan objectives. The IPP report, which serves as a contract for services, is completed and shared within 45 days from the meeting.

**DEPARTMENT OF REHABILITATION**

**Individualized Plan for Employment (IPE)** –A term used by the DOR to refer to the contract between the Individual and the DOR. The IPE contains important information on the Individual’s employment goal, and what services and supports the DOR has agreed to provide to assist the Individual in meeting that goal.

The IPE will be developed in collaboration with the Individual, the DOR Counselor, and other stakeholders to assist in development of the employment goal when the following are met:

* Have applied for services.
* Completed the assessment process.
* Are determined eligible for services.
* Are placed in a priority category being served.

The IPE is a written plan listing the Individual’s job objective and DOR services the individual will receive to reach his/her employment goal. The Individual and DOR counselor through the informed choice process will discuss the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, and interests. The IPE should be developed prior to Individual transitioning from Secondary Education, Alternative Schools. The DOR shall develop the IPE within 90 days of determining eligibility.

**LOCAL EDUCATIONAL AGENGIES**

**Individual Education Plan (IEP) (K-12+)**

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/guardians 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/guardian 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.

**Individual Transition Plan (ITP) (16-22)**

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/guardians relating to special education will transfer to the student at age 18, unless the student “has been determined to be incompetent under state law.”[[1]](#footnote-1)

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.

**INFORMATION SHARING AND DOCUMENTATION PROCESSES:**

All training and assessment documentation may be shared among core and/or community partners to continue to ensure that resources utilized are the most up to date and informative.

The LPA may work together to develop new forms, such as a one page Person Centered Planning form.

With consent forms signed, core partners may share documentation with each other that may assist in helping offer resources or services to help the individual achieve CIE.

Documents may include but are not limited to:

* 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
	+ Positive Personal Profile
	+ Vocational Training Plans (VTP)
	+ Resume/ Vitae
	+ CalWORKS and/or Talent Acquisition Portal (TAP) account
	+ Internship/ apprenticeship documents
	+ Education and training history
	+ Transcripts
	+ Diplomas and/or certifications
	+ Other
* Consent forms such as: (Samples included in Appendix D)
	+ LEA Consent for Release of Information
	+ DR260 Release of Information
	+ 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
	+ WIPA

**FUTURE ELIGIBILITY AND PLANNING DOCUMENTS:**

There is a need for partners to share current information related to the individual’s needs as it relates to CIE. The LPA will work together to develop new information sharing processes, permissions and forms to be known as Best Practices for Information Sharing related to CIE. Initial practices that involve invitations to student IEPs and Information Sharing during IEPs will be developed. The LPA may work together to develop new forms, such as a 1 page Person Centered Planning form and a guideline for inviting and involving core/ community partners in Student Transition IEP’s. This guideline will establish invitation practices that are shared and followed for inviting our core or community partners to Transition IEPs. This guide will ensure that key community partners are invited with parent/guardian consent and at the correct time in the student’s transition process. It will also ensure that critical student information related to CIE is communicated to partners, as well as future perspectives and directives are heard and shared by outside agencies.

**RESOURCES:**

A list of frequently used community resources available to students is included in Appendix C. This listing will be updated as additional resources are identified, and as community partners are added to this LPA.

INNOVATIVE PRACTICES

* The ACCLPA Collaborative will adhere to agreed-upon best practices, identify roles and responsibilities to support individuals through the CIE process.
* In an effort to maintain system integrity, each partner will implement, oversee and evaluate protocols that are related to the scope of their work.
* The partners will collaborate to facilitate pathways to CIE through Job Placement Circles, Educational Panels, or other methods.
* As a part of ongoing collaboration, the LPA will maintain quarterly meetings with cross training opportunities.
* The ACCPLA will explore the creation of a Steering Committee to facilitate the ongoing partnership meetings, whose members will be determined by the core partners.

## Communication

**INFORMATIONAL**

* The ACCLPA will hold quarterly meetings to review and update the LPA. The core partners will work together to determine how to best share information with community stakeholders.
* Core partners and community stakeholders will share information and attendance at trainings, workshops, and related events.

**FUNCTIONAL**

* Release of Information/Consent forms will be available to allow Core Partners to communicate and best support the individual.
* Core partners and stakeholders will continue to identify gaps or barriers impacting individuals in their pursuit of competitive and integrated employment.
* Core partners will organize and facilitate meetings to update, change, and expand the LPA to ensure that the partnership, and systems remain current. Portions of the meetings will allow and encourage community feedback.
* Core partners will expand and develop additional community partnerships aimed at providing access to all resources and workforce systems not historically utilized.
* Core partners commit to assign a school district point of contact for RCEB.
* Core partners commit to further explore organizational structure within the LPA, to be functional within the local planning area, including the exploration of subcommittees to focus on specific interests.

**SYSTEM MEASURES:**

The Core partners will work together to determine data collection methods that identify effective methods of tracking progress of the LPA, and to measure growth of competitive and integrated employment outcomes. The Core partners will identify a mechanism for reporting aggregate data to the individuals served and to the community stakeholders.

The LPA will also utilize the systems currently in place that collect data on individuals working in competitive integrated employment, including:

* State Council Data Dashboard
* Department of Developmental Services Data Dashboard
* Regional Center of the East Bay
	+ CIE Data collection
	+ CDER
* California Department of Education
	+ Workability I database
* Department of Rehabilitation Dashboard
	+ TPP annual outcome data

**CONTACT INFORMATION**

See Appendix A for current list.

## Appendices

Appendix A: Directory

Appendix B: Terms and Acronyms/ Glossary

Appendix C: Community Resource Form

Appendix D: Sample Consent Forms

**Appendix A: Directory**

**Core Partners**

| AGENCY | NAME | TITLE | EMAIL | PHONE |
| --- | --- | --- | --- | --- |
| Regional Center of the East Bay | Rose Dowd | Employment Specialist | rdowd@rceb.org | 510-678-1133 |
| Department of Rehabilitation | Carol Asch | District Administrator | cash@dor.ca.gov | 510-602-9553 |
| Department of Rehabilitation | Chris Canevari | Resource Specialist | ccanevari@dor.ca.gov | 707-253-4935 |
| Department of Rehabilitation | Sean Laurant | Manager Concord | slaurant@dor.ca.gov | 510-231-1432 |
| Department of Rehabilitation | Brian Salem | Staff Services Manager- Oakland | bsalem@dor.ca.gov | 510-622-2776 |
| Department of Rehabilitation | Iris Wiangchanok | Manager Oakland | Iwiangch@dor.ca.gov | 510-622-2791 |
| Alameda County LEAs  |  |  |  |  |
| Alameda Unified School District | Mary Baker- Hendy | TSA/ Ed Specialist WAI  | mbhendy@alamedaunified.org  | 510-337-7075 |
| Alameda Unified School District | Victoria Forrester | Director of Special Ed | vforrester@alamedaunified.org |   |
| Berkeley Unified School District | Susannah Bell Fishman | Special Education Program Manager | susannahbell@berkeley.net | 510-644-8988 |
| Oakland Unified School District | Neena Bawa | Executive Director  | neena.bawa@ousd.org |   |
| Contra Costa County LEAs |  |  |  |  |
| Acalanes Union High School | Bridget Benjamin | Education Specialist | bbenjamin@auhsdschools.org | 925-280-3910 |
| Acalanes Union High School | Karen Heilbronner | Special Education Director | kheilbronner@auhsdschools.org | 925-280-3910 |
| Contra Costa County Office of Education | Alejandra Chamberlain | Youth Development Services Manager | achamberlain@cccoe.k12.ca.us | 925-942-3308 |
| Mt. Diablo Unified School District | Kimberly Lewis | WorkAbility Community Based Instructor | lewisk@musud.org workability@mdusd.org | 925-603-1487 |
| San Ramon Unified School District | Susan Frankel | WorkAbility Coordinator | sfrankel@srvusd.net | 925-479-1221 |
| San Ramon Unified School District | Noralyn Giles | WorkAbility Coordinator | ngiles@srvusd.net | 925-552-3030 |
| Spectrum Center Schools and Programs | Ray Myslewski | Director of Transition Education | rmyslewski@spectrumschools.com | 510-384-2126 510741-2720 |
| West Contra Costa Unified School District | Ken Talken | Special Education Coordinator | ktalken@wccusd.net | 510-231-1432 |

**Appendix B: Terms and Acronyms**

Case manager: student’s teacher of record

Service Coordinator: RCEB social worker

IPE- Individual Plan for Employment (DOR)

IEP- Individual Education Plan (LEA)

ITP- Individual Transition Plan (LEA)

IPP- Individual Program Plan (RCEB)

CIE= Competitive Integrated Employment

DOR= Department of Rehabilitation

LEA= Local Educational Agency

LPA= Local Partnership Agreement

OUSD= Oakland Unified School District

RCEB = Regional Center of the East Bay

SRVUSD= San Ramon Valley Unified School District

WCCUSD= West Contra Costa Unified School District

**Appendix C: Community Resources**

EDUCATION

* Employment & Human Services (Children and Family Services)
* Employment &human Services (Workforce Development Board)
* CalWorks
* Adult Education programs of Alameda and Contra Costa Counties
* JobCorps
* Community Colleges of Alameda and Contra Costa Counties
* Alameda County Office of Education
* Contra Costa County Office of Education
* RYSE Center
* College 2 Career
* Project SEARCH
* ROP

EMPLOYMENT

* Employment &human Services (Workforce Development Board)
* Employment Development Department (EDD)
* CalWorks
* America’s Job Centers of California
* RYSE Center
* Project SEARCH

INDEPENDENT LIVING SKILLS

* Employment & Human Services (Children and Family Services)
* Employment & Human Services (Independent Living Skills Program)
* Contra Costa THP+ F/C
* Contra Costa THP+
* Contra Costa Homeless Youth Services
* Transition Living Program
* Contra Costa CASA
* Kinship Support Services
* Contra Costa Homeless Continuum of Care
* Monument Crisis Center
* Project SEARCH
* [2017 Alameda County Resource Guide](http://www.acphd.org/media/184601/adult-services-resource-guide.pdf)
* [Contra Costa County Resource Guide](https://cchealth.org/ddc/resource-guide.php)

BENEFITS PLANNING

* Ticket to Work
* [Achieving Independence](http://achievingindependence.com/)
* California [ABLE Act](http://www.sto.ca.gov/able/index.asp) Board Website
* [DB101.org](https://ca.db101.org/)
* [Community Resources for Independent Living](http://crilhayward.org/our-services/benefits-advocacy.php)

**Appendix D: Sample Consent Forms**



1. 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-1)