**California Competitive Integrated Employment (CIE) Blueprint**

**San Diego Local Partnership Agreement - SDLPA**

*San Diego District Office - Department of Rehabilitation*

*San Diego Regional Center*

*San Diego Unified School District*

**I. Intent/Purpose**

The purpose of the San Diego Local Partnership Agreement (SDLPA) is to enhance and strengthen partnerships that promote the career preparation and successful placement of youth and adults with disabilities into competitive, integrated employment (CIE). This includes primarily youth and adults identified as having an intellectual and/or developmental disability (IDD) and may include others whose disability creates similar barriers to employment.

**II. Identification of Core Partners**

Each district may have multiple Local Partnership Agreements (LPAs) based on the number of Local Education Agencies (LEA’s) within that district. SDLPA participating core partners are:

* San Diego District Office – Department of Rehabilitation (DOR)
* San Diego Regional Center (SDRC)
* San Diego Unified School District

The Department of Rehabilitation in San Diego and the San Diego Regional Center will continue partner with other LEA to develop additional LPA’s in order to expand regional collaboration to meet the unique cultural and economic diversity that is found throughout San Diego County.

Eligibility for Core Partners

**Department of Rehabilitation**

See Exhibit A – Interagency System Overview

**San Diego Regional Center**

See Exhibit A – Interagency System Overview

**Local Education Agency/San Diego Unified School District**

See Exhibit A – Interagency System Overview

**III. Identification of Community Partners**

Community Partners are those local entities whose mission, goals, and primary purpose are aligned with that of the SDLPA: increasing the number of youth and adults with disabilities who are successfully employed in an integrated setting earning a competitive wage, in a career or job that meets their vocational desires or goals. Community Partners that are essential include:

* America’s Job & Career Center System (AJCC)
* Post-Secondary Education Institutions (Community Colleges, Universities)
* Career Technical Education Centers/Programs
* Community Rehabilitation Programs (CRPs)
* County Behavioral Health
* County Foster Youth Programs
* Independent Living Center(s)
* Exceptional Family Resource Centers
* Local Chambers of Commerce

**IV. Roles and Responsibilities: Collaboration through Person-Centered Processes**

In California, according to the Department of Developmental Services (DDS), the employment rate for individuals with Intellectual and Developmental Disabilities (IDD) is about 13.1%, as compared to the general population rate at 74.7% (2014 data). In order to participate fully as members of their California communities, youth and adults with IDD will need a Person-Centered or Person-Driven Plan that is essential in mapping out a successful career pathway to CIE. This career pathway may include post-secondary education, participation in workforce training programs, specific skill development and work experience opportunities to ensure success in achieving CIE. CIE outcomes are now given the highest priority in terms of planning for adult services, and youth or adults with IDD first need to be aware of this prioritized emphasis, if they have a desire to work, regardless of the severity of the disability. The three LPA Core Partners must collaborate on sharing and updating the person-centered/person-driven planning document to effectively plan career and employment services.

Definition: Person-Centered or Person-Driven Planning (PCP/PDP):

Person-Centered or Person-Driven Planning is an active, continuously updated process used to help an individual with a disability identify their personal goals, develop a “map” or pathway to achieve those goals, and identify services or other resources necessary to support their success. In person-driven planning, the individual (sometimes through a close friend, family member, or advocate) shares their personal vision for their future and invites others (their planning team) to help make that vision a reality.

PCP/PDP Cross Agency Agreement:

The SDLPA has agreed to use the person-centered/person-driven planning process to support an individual’s pathway to CIE. Because of the individualized nature of this planning, the process will look different for each individual.

1. **Collaborative Efforts for Employment Services**

The San Diego District Department of Rehabilitation, the San Diego Regional Center, and the San Diego Unified School District have been working in close collaboration on identifying the appropriate “pathway” to employment and other adult services for transition-aged youth who will be exiting school. DOR Counselors and SDRC Service Coordinators are invited to participate in Individualized Education Program (IEP) meetings and provide the student and his/her family members information on services, with a priority on preparing for and obtaining CIE in a community setting. The SDLPA will develop a tri-fold brochure as a “quick-reference guide” that will list the services provided by each core partner as well as general LPA information. It will also include references to the CIE page on the CHHS website (<http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment(CIE)-Local-Partnership-Agreements.aspx>). The collaborative efforts may also include pre-vocational development activities, post-secondary education options that lead to employment (DOR & SDRC), paid internship programs (SDRC), and several options for employment programs (DOR & SDRC).

The referral process for employment options, especially since July 22, 2016 when Section 511 of the Workforce Innovation and Opportunity Act (WIOA) went into effect, is now limited regarding options for subminimum wage outcomes. The SDLPA proposes the use of the Person-Centered Planning (PCP) form and the SDLPA Student Work Evaluation Form (see Appendix - Forms) to help determine the referral ‘pathway’ that will be most appropriate for the referred youth/employment candidate.

CIE Pathway to Employment

A student exiting school services may apply directly to DOR for services, and once eligibility has been established, an Individualized Plan for Employment (IPE) is developed with a DOR Counselor. An individual, through the Regional Center’s Individual Program Plan (IPP) planning process, may choose to have the support of a community rehabilitation program (CRP) in an application for DOR services. The CRP would contact the DOR liaison counselor to schedule an Initial Intake meeting. In either case, the most appropriate “pathway” for CIE will be determined based on individual choice, the Student Work Evaluation Form, the PCP form, and other information gathered during the Intake process.

Sub-Minimum Wage Pathways to Employment

Subject to WIOA Section 511, the Department of Rehabilitation no longer funds placements in employment outcomes that do not meet CIE criteria (competitive wage jobs in integrated settings). Based on the information in the SDLPA Student Worksheet Evaluation Form, the IPP planning team may recommend one of the following outcomes that result in subminimum wage employment: (1) Supported Employment Group – working with 2-3 other adults as part of a group that performs work under a contract, and the wage is based on productivity time-studies; (2) Work Activity Program – working at a 1:10 or 1:12 ratio in a segregated setting with other similarly disabled co-workers, engaged in contracted work and paid at a piece rate; or (3) placed in an SDRC funded Community-Based Adult Day Program at a 1:3 ratio and employment occurs with a community-based employer at a sub-minimum wage based on productivity time studies. In these cases, the San Diego DOR and SDRC have, through prior collaborative efforts, developed modified DS-1968 Vocational Referral Forms that indicate the individual is seeking one of the three subminimum wage outcomes mentioned above, and that a DOR active case is not necessary. Funding for these employment outcomes will come directly through SDRC using Habilitation program funds.

It is important that DOR be included in the referral process for subminimum wage placements. In accordance with WIOA and Department of Labor (DOL) guidelines, workers earning subminimum wages must receive Career Counseling, Information & Referral training and information (CC&IR). This must be provided every six months during the first year of employment, and annually thereafter.

1. **Coordinating Person-Centered Planning**

Each core partner uses an individualized, person-centered approach to develop a plan for services. The SDLPA will use a Student Portfolio that includes the student’s IEP (or Section 504 Plan), a one-page Person-Centered Planning document, and the Student Work Evaluation Form. The San Diego Unified School District (LEA) is responsible for the Individualized Education Plan (IEP) or a Section 504 Plan (based on the identified educational needs of the student). Beginning at age 16, the IEP will have an Individualized Transition Plan or ITP imbedded into it. This helps identify the goals that lead to career and adult services after completion of public school services. The Student Work Evaluation Form will be completed prior to the student exiting school, using actual work experiences with staff/teacher observations.

The Department of Rehabilitation outlines its services for employment through an IPE.

The San Diego Regional Center develops an Individualized Program Plan or IPP for each eligible person or client.

1. **Information Sharing and Documentation Processes**

The SDLPA Core partners shall work to develop best practices as they relate to effectively serving individuals with IDD who are seeking integrated employment opportunities, and work earning a competitive wage.

* On a biennial basis, cross training among core partners shall take place to educate staff about placement practices that lead to competitive integrated employment outcomes. Initially, the cross training will occur at the staff level targeting newly hired staff and/or staff that primarily serve transition-aged youth. Potential topic areas for the cross training include customized employment and discovery, soft-skills training, person-centered planning, and Student Services.
* SDLPA shall also develop a process to share information and documents via an Internet-based document storage system (Google-Docs, Drop-Box, etc.) provided that it is secure and individual confidentiality can be protected.

SDLPA Core Partners highest priority is to protect the confidential information of referred individuals. Therefore, the SDLPA Core Partners and the Community Partners shall obtain consent as appropriate:

* LEA Consent for Release of Information
* DOR Information Consent Form DR260
* DDS Vocational Services Referral Form (DS-1968)
* SDRC Authorization for Use or Disclosure of Information Form

**SDRC** – Prior to sharing any confidential information, an individual served by SDRC or their authorized representative must sign SDRC form 003 (Rev. 09/14), Authorization for Use or Disclosure of Information form. This Authorization expires one year from the date that it is signed. SDRC also uses DDS form DS-1968 Vocational Services Referral Form along with collateral documents (IPP, Medical Evaluation, Psychological Evaluation, CDER, etc.) as part of the referral process. When the referred individual signs the DS-1968, he/she acknowledges that the information will be shared with DOR and applicable agencies.

**LEA** Individual Student Portfolio – In prioritizing employment outcomes and services for students 16-21, those who are Eligible or Potentially Eligible (PE) for DOR services can receive Student Services, or Pre-Employment Transition Services (PreETS), through DOR. This includes career exploration and 100 hours of paid Work Experience among the five required Pre-Employment Transition Services (PreETS) under WIOA. This information will be added to the Individual Student Portfolio, and cases will be initiated with transition-aged students exiting school services into employment, post-secondary, or other adult service options funded by DOR and/or SDRC. The Individual Student Portfolio will accompany the student referral and will include the following: resume and cover letter, IEP or Section 504 Plan, a one-page PCP, and the Student Work Evaluation Form (see appendix for examples).

**DOR** – For individuals who are also clients of SDRC, a copy of their current Individualized Program Plan (IPP) and current Consumer Diagnostic Evaluation Report (CDER) will be sent to the DOR counselor by the individual’s SDRC Service Coordinator. If the individual, during the Intake meeting process, expresses interest in and potential to achieve Competitive Integrated Employment (CIE), a DOR case will be opened and an IPE will be developed. A copy of the IPE will be shared with SDRC. If the individual is determined not to be ready for a CIE outcome, after completing a Trial Work Experience (TWE), the case is closed (other than rehabilitated), and the client may choose to follow a pathway into subminimum wage or another outcome. In this case, the process would follow the flow chart developed by DOR (see Appendix - Forms).

1. **Resources**

The SDLPA will collaboratively seek out new resources (local, state, and/or federal initiatives) that will lead to jobs and career placements for youth and adults with disabilities. An example of this would be the Partnership Plus program in conjunction with the California Workforce Employment Network (EN). This program, funded by California’s Disability Employment Initiative, works with SSA’s Ticket to Work Program. This helps insure full access to American Job Centers (AJCs) for VR clients who are also Ticket Holders.

One of the most significant and prevailing barriers to engaging youth and adults with IDD is the fear of losing public benefits (SSI) and access to medical coverage (Medi-Cal funded managed care). The role of DOR’s Work Incentives Planning Program specialists will be essential in addressing the concerns of individuals and/or their family members over benefits and medical care access while earning competitive wages or salaries in jobs where the individual is working more than 20 hours per week.

Each core partner of the SDLPA will support the career pathway of each individual through its own funded programs and services. Examples of these are:

* Career Counseling, Information and Referral Services (CC&IR)
* Customized Employment & Discovery
* Student Services - Work Experience (DOR)
* Tailored Day Service Option (TDSO) programs
* Supported Employment services
* CIE Incentive Bonus Payments
* Paid Internship Program (PIP)
* DOR Business Specialists
* DOR Windmills Training Program (for employers)
* WINTAC
* Workability 1 (WA1)
* Transition Partnership Program (TPP)
* Disabled Student Programs and Services (DSPS, San Diego Community Colleges)

**V. Communication**

1. Informational

Local:

The SDLPA will maintain ongoing communication among all core partners. Meetings will be established at mutually agreed upon intervals for the purpose of dialogue related to training opportunities, best practices, and sharing resources.

* Developed materials, programming documents and success stories will be shared with stakeholders including families and individual with disabilities using the following methods:
  + Transition related blogs
  + Workshops
  + San Diego Regional Center website
  + DOR Internet
  + Social Media (Facebook, Twitter, etc.)

State Level:

* Communication is maintained with the CIE Leadership Team Members through California State Advisory Committees.
* Technical assistance is received as needed.

2. Functional

Core partner contact information (Refer to Exhibit E for the SDLPA Core Partners)

* SDLPA will meet once per month for 1-2 hours. The core partners use emails in between meetings to work on document and process development.
* When the Community Partners become involved in the LPA, communication will be done by face-to-face meetings, emails, and phone calls.
* Leadership of the LPAs will be determined by the local core partners. Leadership efforts include:
  + Presentations
  + Discussions
  + Q & A Sessions
  + Email contacts
  + Phone calls
* Efforts are made to ensure administrators from the various organizations are kept up to date and LPA efforts to ensure buy-in and organizational support.

3. System Measures

* Please refer to DOR SD District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with ID/DD.
* DOR will utilize the AWARE database to track ID/DD outcomes.
* DOR will utilize Potentially Eligible services (Student Services) to identify students with most significant disabilities who can benefit from CIE outcomes.
* LEA will complete data tracking of youth population with ID/DD who are nearing exit from public school services.
* SDRC Transition Units, using SANDIS, will complete monitoring of caseload levels related to individuals approaching exit from public school services and share that information with SDLPA.

DOR Supported Employment Liaisons by Unit (Refer to Exhibit F San Diego District CIE SPOC information)

**VI. Exhibits/Appendices**

The following is an index of SDLPA Exhibits and Forms:

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Exhibit B – Terminology, Abbreviations, and Acronyms

Exhibit C – SDLPA Action Plan (Goals)

Exhibit D - CIE Blueprint Goals 2 and 3

Exhibit E – SDLPA Core Partners Contact List

Exhibit F – SDLPA Community Partners Contact List

Appendix – Forms

Student Work Evaluation Form (1 page)

Person Centered Planning Interview Form (1 page)

San Diego Unified School District Release of Information (1 page)

San Diego Regional Center Authorization for Use or Disclosure of Information-SDRC #003 (2 pages)

Department of Rehabilitation Consent to Release and Obtain Information-DR260 (2pages)

Youth Seeking Subminimum Wage Flow Chart Description (3 pages)

Youth Seeking Subminimum Wage Flow Chart (1page)

**Exhibit 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/

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) 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.

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.”

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.”

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.

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

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 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. 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.

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

**Exhibit B – Terminology, Abbreviations, and Acronyms**

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

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

Consumer Diagnostic Evaluation Report (CDER)

**Community Rehabilitation Program (CRP**). The acronym "CRP" refers to any agency or unit of an agency, organization, or institution, that facilitates the provision of VR services under the core service categories of Assessment, Training, Job Related or Support, as one of its major functions. A CRP may be a private non-profit agency, for-profit agency, hospital, medical rehabilitation center.

**Competitive Integrated Employment (CIE)** – Employment in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons. <http://www.scdd.ca.gov/res/docs/pdf/Employment_First/Employment%20First%20Policy%20Summary%20SCDD%20CECY.pdf>

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

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

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

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

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

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

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

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

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

**Local Education Agency (LEA)** – May include a County Department of Education, a school district or another public educational organization.

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

**San Diego Local Partnership Agreement (SDLPA) -** 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.

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

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

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

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

**Exhibit C – SDLPA Action Plan**

The SDLPA is committed to furthering the goals of the California Competitive Integrated Employment Blueprint:

Goal 1 – The SDLPA will promote preparation for and achievement of competitive integrated employment (CIE) for all individuals with ID/DD by developing Local Partnership Agreement for the CIE Blueprint per region.

SDLPA Objective #1: By June 30, 2018, establish and post the San Diego Local Partnership Agreement (SDLPA)

SDLPA Objective #2: By June 30, 2018, conduct/complete an initial meeting between SDLPA Core Partners and identified Community Partners (establishing linkages to the workforce development system and other key stakeholders and partners)

SDLPA Objective #3: By June 30, 2018, establish 3 additional LPAs between DOR branch offices, San Diego Regional Center, and other LEAs serving San Diego County.

As the San Diego Local Partnership Agreement Core Partners and Community Partners establish interagency agreements and increase collaborative efforts to increase CIE opportunities for individuals with intellectual and developmental disabilities, additional goals from the California CIE Blueprint and specific objectives to further those goals will be added to this action plan. (See Exhibit D-Goals 2 and 3 of CIE Blueprint).

**Exhibit D - CIE Blueprint Goals 2 and 3**

## **Goal 2** – Increase opportunities for individuals with ID/DD who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.

### Objectives

The objectives of Goal 2 are to:

* Increase CIE through participation in work experience, employment preparation services, soft skills training, PSE and training, customized employment, and supported employment individual placements.
* Increase participation of individuals with ID/DD in the California workforce development system, including America’s Job Center of California (one-stop).
* Improve business partner engagement and “job-driven” training with regard to hiring individuals with ID/DD in both the public and private sectors.

### Targeted Outcomes

* By the end of SFY 2017/2018, and as a result of the efforts of the three departments, increase the number of students with ID/DD who participate in paid work experience and/or unpaid community-based vocational education, with supports as needed, by 10% over current WorkAbility I data contingent upon the allocation of additional or redirected funding.[[1]](#footnote-1)
* By the end of SFY 2017/2018, provide information and technical assistance for CIE placements to 100% of SE group providers to help increase individual placements.[[2]](#footnote-2)
* By the end of SFY 2017/2018, increase the number of individuals statewide participating in “Earn and Learn” or On-the-Job Training (OJT) with business partners by at least 25 annually.[[3]](#footnote-3)
* By the end of SFY 2019/2020, 50% of the DOR students with disabilities, ages 16 through 21, who have exited secondary education by the prior year will have either entered CIE or post-secondary training or education, or received vocational rehabilitation services in preparation for CIE.

### Strategies

Strategies for Goal 2 include:

1. Jointly identify and improve “[Triple E](#Triple)” practices.
2. Determine and encourage statewide SE provider capacity to support CIE.
3. Support transition from school to employment preparation services and CIE.[[4]](#footnote-4)
4. Develop business partner initiatives.
5. Develop tools and resources.

Goal 2, Strategy 1: Jointly identify and improve “[Triple E](#Triple)” practices.

Actions to achieve this strategy include:

Phase I Actions

* Strategies on Providing CIE Services: The departments will gather readily available information on “[Triple E](#Triple)” practices from programs that have proven successful in achieving CIE outcomes, develop information to be communicated in each agency’s written guidance (See Goal 1, Strategy 1), and identify the steps to replicate the effective strategies and explore methodologies to implement the effective strategies statewide. The departments will utilize national and state technical assistance resources on Employment First. For example, the Department of Labor Office of Disability Employment Policy, the National Technical Assistance Center on Transition (NTACT), and the State Employment Leadership Network.
* CIE Provider Webinar: The departments will develop and host a webinar on CIE for SE providers on “[Triple E](#Triple)” practices that improve CIE outcomes.
* Training Development: The departments will develop training curriculum and informational materials about “[Triple E](#Triple)” service models and other options for linkages.

Phase II Actions

* Alternative Service Models: The departments, as part of the implementation activities of the Implementation Workgroup, will explore and compile models of services that are alternatives to non-integrated employment settings, such as work activity programs, in order to increase opportunities for existing providers to support CIE.

Goal 2, Strategy 2: Determine and encourage statewide SE provider capacity to support CIE

Actions to achieve this strategy include:

Phase I Actions

* Community Resource Mapping: The departments will, as part of the initial needs assessment, identify the number and location of existing programs such as CRP SE service providers, regional center day programs that provide Tailored Day Services, WorkAbility I, College to Career pilots, Transition Partnership Programs, and the We Can Work pilots in order to inventory current capacity. Information collected will be published to the CIE website by June 30, 2017.
* Adult Work Experience: The departments will build upon well-sequenced services by:
  + Assisting SE group service providers to identify and prepare individuals for transition to CIE by providing adult work experience/employment preparation foundational services.
  + Assisting individuals in non-integrated settings, such as work activity programs, to transition to integrated employment, including adult work experience/employment preparation foundational services.
* Partnership Opportunities for Sequenced Funding: The departments will identify local partnerships between LEAs, DOR, and regional centers and assist them to sequence funding for specific services and supports that lead to CIE. This will also include providers of those additional supports to individuals with ID/DD that are students of the PSE system.
  + For example, the well-sequenced funding mechanisms, such as regional center Tailored Day Services or SB 577 (Pavley) demonstration programs, community college disabled student services and DOR services, to support PSE training leading to CIE will be explored.
* SE and Customized Employment Funding: The departments will explore SE and customized employment funding structures including the following:
  + Current rate structure.
  + Funding models, e.g., outcome-based funding, incentives for CIE, well-sequenced funding, hybrid funding, regional employment networks, etc.
  + Well-sequenced services.
  + Alternative resources for new or expanded program development, such as public/private partnerships or grants.
* Statewide Needs Assessment: The departments will build upon the Community Resource Mapping, identified in Phase I, to develop a statewide needs assessment of demand for pre-employment and employment services.

Phase II Actions

* Provider Resources: The departments will identify resources to assist service providers as they transition to support more individuals who choose to move from segregated and/or subminimum wage to CIE. The departments will provide specific information on options to increase support for existing and new programs, such as SE group, Work Activity Programs, and day programs, in relation to integrated and individualized employment models that support consumers to reach CIE.
* Home and Community-Based Services (HCBS) Waiver: The joint guidance will emphasize the use of the HCBS waiver requirements to promote CIE options through person-centered service delivery.
* Addressing Barriers to CIE: The departments will identify barriers that may need to be addressed through legislative and regulatory authority or policy processes. Potential barriers may include current vendorization requirements and funding structures. Other system barriers such as data sharing agreements will be identified and addressed as part of implementation.
* Effectiveness Testing: The DDS will implement, pending federal approval of the HCBS waiver renewal, required ‘effectiveness testing’ of community-based vocational development (CBVD) services (Pavley SB 577) within five regional centers, with the goal of ultimately expanding and braiding the CBVD service model statewide with other well-sequenced services.
* Work Activity Program: The DDS will address wages and integration rates in work activity programs per the CMS settings rule requirements.
* Waiver Amendment: The DDS will develop a waiver amendment for the CBVD services (Pavley SB 577) per the CMS timelines.

Goal 2, Strategy 3: Support transition from school to employment preparation services and CIE

Actions to achieve this strategy include:

Phase I Actions

* Communication to Facilitate Increases in System Capacity for CIE:
  + Offer information and resources to LEAs for students and parents on transition from school to employment preparation and CIE.
  + Provide information to regional centers and adult Day Program service providers regarding Tailored Day services and other pre-employment preparation services.
  + Provide information to LEAs, students and parents, and regional centers regarding the use of existing resources to assist with understanding the impact of earnings on public benefits and work incentives.
  + Each department will provide ongoing technical assistance to their staff and partner agencies to support CIE.
* Oversight Responsibility: The CDE will continue to exercise its responsibilities for general supervision including monitoring practices related to transition requirements. This includes the requirement that, if a participating agency other than the LEA fails to provide transition services it agreed to provide in the IEP, the LEA shall reconvene the IEP team to identify alternative strategies to meet the student’s transition service needs.

Goal 2, Strategy 4: Develop business partner initiatives.

Actions to achieve this strategy include:

Phase II Actions

* Business Partner Initiative Workgroup: The departments will develop a Business Partner Initiative Workgroup to develop strategies for outreach and to engage local business partners and meet their workforce development needs with individuals with ID/DD. The workgroup would work to improve collaboration and strengthen career pathways using the Earn and Learn and OJT models. (The Annual CIE Report will provide progress to date and next steps.)
* Capacity Building: The departments will explore ways to support systems including:
  + Strengthening partnerships with the California workforce development system and statewide business communities such as the California Chamber of Commerce to expand the availability of community-based jobs for individuals with ID/DD.
  + Expanding employer collaboration to better coordinate the identification of regional employer needs as well as regional job opportunities in the business community.
  + Provide employers with information about meeting business needs with qualified employees using the tools and resources available in SE and customized employment processes.
  + Expanding the awareness and utilization of state and national level business partnerships to facilitate the placement of individuals in CIE.
* Other Support Options: The departments will explore other support options for CIE such as natural supports in the workplace or employer supported work models.
* Provider Capacity: The departments will identify categories of existing local workforce development resources, such as AJCCs, adult education, and community colleges that have not been traditional sources of services with the goal of increasing provider capacity and expanding capacity in underserved regions and populations.

Goal 2, Strategy 5: Develop tools and resources.

Actions to achieve this strategy include:

Phase I Actions

* CIE Resource Virtual Toolbox: The departments will identify existing resources to develop and publish the CIE Resource Toolbox on the CIE website and continue to provide and update as appropriate resources highlighting current adult education, career technical education or community college programs. The toolbox will provide links to national programs such as the Technical Assistance Centers, Project Search, Partnerships in Employment (PIE), the Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD) Center, Communities of Practice (CoP), National Association of State Directors of Developmental Disabilities Services (NASDDDS), Self-Employment Resource Network (SERN), and the Association of University Centers on Disabilities (AUCD).

Goal 3 - Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, transition to, and engage in CIE.

### Objectives

The objective of Goal 3 is to:

* Offer individuals, their support network, and business partners, information and technical assistance related to CIE.

### Targeted Outcomes

* By July 22, 2016, the DOR and DDS will not place any individual age 24 or younger in a job earning subminimum wage or lower, unless: 1) the individual is, as of July 22, 2016, already employed at subminimum wage by a certified employer; or 2) the individual has received pre-employment transition services, career counseling, and information and referrals designed to enable the individual to obtain CIE and the individual either I) applied for VR services and was found ineligible or II) the individual was determined eligible, has an individualized plan for employment, is working toward an employment outcome, received appropriate supports and services including SE services for a reasonable period of time, without success, resulting in case closure, the individual has been provided career counseling and information and referrals to federal and state programs to help the individual discover, experience, and attain CIE, and the counseling and information was not for employment at subminimum wage. CDE will continue to direct LEAs not to use WorkAbility I funds for supporting work in subminimum wage settings.
* By March 17, 2019, the DOR and DDS will not place any individual in an employment setting that does not meet the Medicaid [HCBS regulations](#Home) found at 42 Code of Federal Regulations (CFR) 430 et seq.
* By March 17, 2019, the DDS will transition individuals out of settings that do not meet the Medicaid [HCBS regulations](#Home) found at 42 CFR 430 et seq. For individuals transferring out of Work Activity Programs or other day programs that do not meet the HCBS regulations, the DDS, using person-centered planning, will work to transition individuals into CIE, or fundamental career development pathways to CIE, as identified in this Blueprint and consistent with the individual’s goals expressed during person-centered planning.
* Of the individuals with ID/DD who say they want a job, work to increase the numbers who have a goal of CIE in their IPP by 10% annually beginning SFY 2017/2018.[[5]](#footnote-5)
* Increase consumer awareness, through the IPP process, of employment preparation services available to support CIE by 10% annually beginning SFY 2017/2018.[[6]](#footnote-6)
* By the end of SFY 2017/2018, the DOR and DDS will provide counseling, information, and referral services regarding CIE opportunities to 400 employed individuals currently working at subminimum wage.[[7]](#footnote-7)

### Strategies

Strategies for Goal 3 include:

1. Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE.
2. Support the development of system knowledge, skill, and ability to deliver CIE.
3. Increase participation in activities that support informed choice leading to CIE.

Goal 3, Strategy 1: Increase individual awareness of tools and resources available to support the achievement of their career goals toward CIE.

Actions to achieve this strategy include:

Phase I Actions

* Communication Plan: The departments will develop a plan to communicate the availability of tools and resources to individuals.
  + Develop talking points for appropriate LEA, DOR district, and regional center staff.
* CIE Webinar: Develop and host a webinar on CIE for individuals and their families.
* Pre-Employment Transition Services: Per the WIOA requirement to provide pre-employment transition services to students with ID/DD ages 16 through 21, the DOR will conduct outreach in partnership with the LEAs to provide students information on CIE or PSE and information about VR services including pre-employment transition services.
* CIE Information: The departments will offer the following:
  + For individuals working for subminimum wage, the DOR will provide individuals with information about Employment First and opportunities to achieve CIE.
  + The CDE will offer technical assistance to LEAs to focus on Employment First and supports to achieve CIE in the IEP process for all students with ID/DD ages 16 and above.
  + The DDS will offer technical assistance to regional centers to focus on Employment First and supports to achieve CIE in the IPP process.
* Transition Services: The CDE will monitor LEA compliance with transition requirements, including that beginning at age 16 the IEP shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments, as well as the transition services necessary to assist the pupil in reaching those goals. Transition services may include, if appropriate, a functional vocational evaluation. For all eligible students who choose to have an IPE, the DOR will provide a vocational assessment as needed as part of the VR process. The IPE is to be completed prior to the exit of high school.
* Accommodations and Supports: Consumers and families will have access to information regarding accommodations and supports including assistive technology, as appropriate.
* Grant and Contract Requirements: The departments will apply the following:
  + The CDE will require, as a condition of the WorkAbility I grant, that grantees provide information to WorkAbility I students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
  + The DOR will require, as a condition of the TPP contracts, that the contractors provide information to TPP students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve CIE.
  + The DDS will work with regional centers on the inclusion of language in the contract between DDS and regional centers to address the provision of information to consumers regarding Employment First, opportunities for employment, and available supports to achieve CIE. Annually, the DDS will report the number of regional centers that include employment as an outcome measure in their performance contract.
* Systems Change Funding: Pursuant to the 2016/2017 budget and ABx2- 1, the DDS will offer funding to provider agencies to increase their capacity to support community based integrated services.
* CIE Incentive Funding: The DDS will offer incentive funding to provider agencies for CIE placements. The DDS will also, with input from stakeholders, develop and implement a paid internship program as another pathway to CIE.
* Transition Virtual Tools and Resources: The departments will provide the following tools and resources to help educate individuals and their families or representatives on the transition process and address changes to employment services available to them:
  + A fact sheet and checklist for LEAs and students and their families on CIE and the transition process from school to work.
  + Continue to provide information for the Employment First website hosted by the SCDD.
  + Coordinate with the California Community of Practice on Secondary Transition.
* Career Development Tools and Resources: The departments will develop people first tools and resources in collaboration with the DDS Consumer Advisory Council to provide an overview of existing services for consumers and families.
  + A fact sheet that describes how to access services from each department.
  + A joint roadmap for consumers and families on career development pathways.
* Strategies to Limit Use of Subminimum Wage: The departments will identify strategies to assist individuals who participate in subminimum wage on a long term basis to consider and work towards CIE. These strategies regarding the transition from subminimum wage employment will be person-centered and based on individual strengths and interests.

Goal 3, Strategy 2: Support the development of system knowledge, skill, and ability to deliver CIE.

Actions to achieve this strategy include:

Phase I Actions

* Staff Development and Training Plan Outline: The departments will develop a training plan outline. The outline will help build knowledge and skills regarding delivering services that lead to CIE, understanding the transition process, benefits advisement, and engaging employers to the following groups:
  + Individuals with ID/DD and their families or representatives as appropriate.
  + LEAs.
  + Community Based Organizations.
  + Employers.
  + Department staff (DOR, CDE, and DDS).
  + Regional center staff.
  + PSE staff.

The training plan outline may include but not be limited to topics such as:

* + Person-centered career planning and exploration, including post-secondary opportunities.
  + Independent living skills necessary to support CIE.
  + Coordination of services across multiple systems.
  + Federal and state requirements.
* Subminimum Wage: The departments will work to provide guidance to employers and individuals about both the legal requirements related to the use of subminimum wage and ways to maximize opportunities for CIE, including the documentation and service requirements for youth and students with disabilities.
* Training Plan: The departments will identify learning content, develop curriculum, identify training resources, and offer training per the Blueprint training plan outline.

Phase II Actions

* Service Provider Training: The DOR and DDS will explore mandatory training for service provider staff regarding services that lead to CIE.

Goal 3, Strategy 3: Increase opportunities for individual participation in activities that support informed choices leading to CIE.

Actions to achieve this strategy include:

Phase I Actions

* Supported Employment Information: The departments will develop and disseminate information to LEAs, DOR district staff, and regional centers to encourage the consideration of CIE, including SE Individual Placement as a first choice. In addition, information will be disseminated regarding the utilization of SE group services as a time-limited bridge to CIE, as opposed to a permanent placement option.
* Time-Limited Service: Consistent with WIOA; the DOR will utilize temporary, short-term integrated SE group placements as part of an individual’s career pathway toward CIE. The DDS will, for those who chose individual placement CIE as their employment goal, utilize SE group placements as a time-limited potential pathway toward CIE.
* Service Delivery System Change Task Force: The departments will establish a Service Delivery System Change Task Force, comprised of subject matter experts from each department system, to provide training and technical assistance to key LEA, DOR district, and regional center staff to support development of local capacity to create system change.
* Pre-Employment Opportunities: The departments will offer technical assistance to service provider staff to develop and provide pre-employment foundational skills training to individuals with ID/DD.
* CIE Opportunities within State Service: The departments will develop and promote CIE opportunities for paid internships with state agencies used as an alternative to LEAP, (based on enactment of SB 644 September 2015). Once the data sharing agreement with FTB is obtained, the departments will be able to report out on the number of individuals who are regional center clients that are employed in state service.

Phase II Actions

* Increasing Local Capacity to Create System Change: The departments will identify key leadership staff, communication strategies, and resources to provide training and technical assistance to key LEA, DOR district, and regional center staff to create changes to local systems such as:
  + DOR / CDE funded Transition Services.
  + DDS funded Day Programs.
  + DDS funded Work Activity Programs.
  + DOR / DDS funded SE Programs.
* Seamless Employment Transition: Explore options to create a seamless transition process for individuals in CIE across all three systems, regardless of age.

**Exhibit E - SDLPA Core Partner Contact List**

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**Exhibit F – SDLPA Community Partner Contact List**

America’s Job & Career Center System (AJCC)

<http://www.metrocareercenters.org/Home.aspx>

* San Diego South Metro Career Center (619) 266-4200
* Central San Diego Library (619) 231-4289

San Diego Workforce Partnership

<http://workforce.org/>

Telephone: (619) 228-2900

Toll-Free: (888-884-SDWP (7397)

TDD: (619) 228-2983

Email: [contact@workforce.org](mailto:contact@workforce.org)

San Diego Community College District

<https://www.sdccd.edu/>

(619) 388-6500

San Diego State University

<https://www.sdsu.edu/>

(619)-594-5200

University of California San Diego

<https://ucsd.edu>

(858) 534-2230

Exceptional Family Resource Center:

<http://efrconline.org/> (619) 594-7416

San Diego Chamber of Commerce

<https://sdchamber.org/>

(619)544-1300

#### Old Town San Diego Chamber of Commerce & Visitor’s Center

<http://www.oldtownsandiego.org/>

(619) 291-4903

Greater San Diego Business Association

<http://www.gsdba.org>

(619) 296-4543

1. This equates to a net increase of 610 students based on the SFY 2014/2015 WorkAbility I data of 6,100 students with ID/DD. [↑](#footnote-ref-1)
2. Based on current DDS data, there are 188 SE providers providing individual placements, of which 167 are providing group placements. [↑](#footnote-ref-2)
3. Currently there are no known participants with ID/DD in “Earn and Learn” or “On-the-Job Training” as SE has been the primary route to employment. [↑](#footnote-ref-3)
4. Based on SFY 2013/2014 CDE data, there were 4,468 students exiting high school. DDS data reflects that on June 30, 2014 1,680 twenty-two year olds exiting high school transitioned to Day Programs. [↑](#footnote-ref-4)
5. Based on the 2011/2013 National Core Indicators (NCI) survey data, 39% of individuals state they are unemployed and want a job. Of that 39%, 27% have employment as a goal in their IPP. [↑](#footnote-ref-5)
6. Based on current DDS data, there are 70,000 working age adults (ages 18 and above) in Work Activity Programs and Day Program services. [↑](#footnote-ref-6)
7. Prior to the WIOA requirements regarding subminimum wage, and based on DOR SFY 2013/2014 data, the DOR annually closed the record of services for an average of 700 individuals at subminimum wage. [↑](#footnote-ref-7)