# Intent/Purpose

The purpose of this Local Partnership Agreement Addendum to the Inland Empire Local Partner Collaborative (IELPC) for Competitive Integrated Employment (CIE) 2018 is to establish a local partnership agreement specific to partners in the Desert/Mountain SELPA of the Inland Empire to coordinate systems to support the seamless delivery of services. The Desert/Mountain SELPA Local Partnership Agreement Collaborative (DMLPAC) will enhance collaborative partnerships in the Desert/Mountain SELPA leading to improvements in the level and quality of services, which ultimately promotes the preparation and achievement of CIE for youth and adults with intellectual disabilities/developmental disabilities (ID/DD).

# Identification of Local Core Partners

Core partners composing the DMLPAC include Students, Local Education Agencies (LEAs), the Department of Rehabilitation (DOR), the Inland Regional Center (IRC), and the Workforce Development Board.

## Department of Rehabilitation (DOR) Victorville Office Core Partners

* Robert Loeun, District Administrator, District Office
* Alfonso Jimenez, Team Manager, District Office
* Susan Wright, Team Manager, Victorville Office
* Craig Rubenstein, Team Manager, Deaf/Hard of Hearing Field Services
* Yuki Long, Team Manager, Blind Field Services

Department of Rehabilitation’s mission is to work with consumers and stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

DOR Contact Info:

Inland Empire District Office

* 2010 Iowa Avenue, Ste 100 • Riverside, CA 92507

(951) 782-6650

Victorville Office

* 15415 W. Sand Street • Victorville, CA 92392

(760) 243-6024

Deaf/Hard of Hearing Field Services

* 2010 Iowa Avenue, Ste 100 ● Riverside, CA 92507
* (951) 801-4220 – Video Phone

(951) 782-6658 – Voice

Blind Field Services

* 464 W. 4th Street, Ste 152 ● San Bernardino, CA 92401

(909) 383-4298

## Local Education Agencies (LEAs)

* Desert/Mountain Special Education Local Plan Area (SELPA)
* Jenae Holtz, Desert/Mountain SELPA CEO
* Adrienne Shepherd, Program Manager, Career Technical Education
* Local Education Agency (LEA) Members:
* Academy for Academic Excellence Charter School
* Apple Valley Unified School District
* Baker Valley Unified School District
* Barstow Unified School District
* Bear Valley Unified School District
* Encore Jr./Sr. High School for the Performing & Visual Arts
* Excelsior Charter Schools
* Helendale School District
* Hesperia Unified School District
* Lucerne Valley Unified School District
* Needles Unified School District
* Oro Grande School District
* Silver Valley Unified School District
* Snowline Joint Unified School District
* Taylion High Desert Academy
* Trona Joint Unified School District
* Victor Valley Union High School District

LEA Contact Info:

* Desert/Mountain SELPA
* 17800 US Highway 18 • Apple Valley, CA 92307

(760) 843-3982, ext. 200

California Career Innovations (CCi)

The California Department of Rehabilitation (DOR) is partnering with San Diego State University Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education and obtain competitive integrated employment (CIE). The DOR is the lead agency for the California Career Innovations Work-Based Learning Initiative (CCi). Collaborations will include Local Educational Agencies throughout California, led by Region Managers from the Vallejo Unified School District, California State University - Los Angeles, Riverside County Office of Education, and San Diego Health Sciences High & Middle College. Students with disabilities throughout these regions, between ages 16-21, with Individualized Education Plans (IEPs) or 504 plans will be identified to participate in this project.

California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE)

The CaPROMISE is a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. The goal of CaPROMISE is increased self-sufficiency for SSI children and their families. CaPROMISE is a research study which is attempting to address the primary barriers to successful employment for transitioning youth with disabilities on SSI. This project identifies youth ages 14 to 16 who are SSI recipients and randomly assigns them either to a control group who will receive typical services or to a participant group in which they will receive usual typical services plus CaPROMISE augmented services.

Employment Network (EN)

The goal of the Desert/Mountain SELPA Employment Network is to help individuals become employed and work their way off benefits completely, but not immediately. The Employment Network can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about SSDI and SSI rules and procedures are clearly explained. Pre-employment assistance, job development, and SSA benefits planning provide individuals returning to work the necessary services and supports to be successful.

Paid Internship Program (PIP)

The Paid Internship Program is a collaborative effort between the Inland Regional Center and the Desert/Mountain SELPA Transition Service Team. The purpose of the program is to increase the vocational skills, and the abilities of the individuals served who choose, via the Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive Integrated Employment (CIE) in the same job. Participants have an opportunity to earn a maximum of $10,400 per year while earning CIE at multiple work sites.

Transition Partnership Program (TPP)

The Transition Partnership Program builds partnerships between LEAs and the Department of Rehabilitation for successfully transitioning high school students with disabilities into meaningful employment opportunities and/or postsecondary education. The student populations to be served through the Desert/Mountain TPP program includes those high school students with learning disabilities and those who meet the eligibility criteria for Individuals with Disabilities Act (IDEA), and those with physical and mental disabilities, who are eligible for DOR Student Services. Specifically, the Desert/Mountain SELPAs cooperative agreement provides for the following new and different pattern of services to TPP students: Job Exploration and Counseling; Workplace Readiness Training; Work-based Learning Experiences; and Instruction in Self-Advocacy.

WorkAbility (WAI)

WorkAbility is a nationally recognized school-to-work program that provides pre-employment skills, employment training, and follow-up for high school students in special education who are making the transition from school to work. Students with a current IEP may apply. Eligible high school students are paid minimum wage while working in the community to gain employment skills.

WorkAbility Contact Info:

Desert/Mountain SELPA

* 17800 Highway 18 ● Apple Valley, CA 92307

760-843-3982, ext. 212

Apple Valley Unified School District

* 11837 Navajo Road ● Apple Valley, CA 92308

760-247-7206, ext. 268

Hesperia Unified School District

* 16527 Lemon Street ● Hesperia, CA 92345

760-244-1771, ext. 5114 or 5118

Victor Valley Union High School District

* 16350 Mojave Drive ● Victorville, CA 92395

760-955-3201

Workforce Innovation and Opportunity Act (WIOA) – Generation Go!

The Workforce Development Board is partnering with the Desert/Mountain SELPA to make key investments in serving Out-of-School Youth. The program will prepare vulnerable youth and other young job seekers for successful employment by increasing the use of proven service models. The transition staff will enroll out-of-school youth between the ages of 16-24 and will either directly provide or use linkages to access several of the 14 WIOA Program Elements. Youth will receive services in the following areas: paid and unpaid work experiences, occupational skills training, support services, adult mentoring, leadership development, financial literacy, and linkage(s) to adult education programs and community colleges.

Desert/Mountain Children’s Center (DMCC)

Desert/Mountain Children’s Center Contact Info:

Linda Llamas – Director

* [linda.llamas@cahelp.org](mailto:linda.llamas@cahelp.org)

(760) 955-3606

The Desert/Mountain Children’s Center (DMCC) is a counseling center designed to meet the therapeutic needs of infants, children, and youth, birth to 22 years of age. The DMCC provides screening, psychological assessment, mental health treatment planning, and mental health treatment services. Services are provided through individual, group, and family therapy.

Services are provided at the DMCC clinic, schools, and in the home. The DMCC offers services on a continuum of care, from mild to severe mental health needs. It is the goal of the DMCC to assist clients in developing skills to reach their full potential. Referrals may be made through the child’s school, parent, doctor, or an external source.

## Inland Regional Center (IRC) Core Partners

* Vince Toms, Community Services Director
* Felipe Garcia, Children and Transition Director
* Angelica Serrano, Program Manager
* Andrew Burdick, Employment Specialist
* Beth Crane, Employment Specialist

Regional Centers are community-based, private, non-profit agencies which help people with a developmental disability obtain services and supports that enhance the quality of life and increase independence, inclusion, and normalization.

IRC Contact Info:

Inland Regional Center

* 1365 S. Waterman Avenue • San Bernardino, CA 92408

(909) 890-3000

## San Bernardino County Workforce Development Board Core Partners

Stephanie Murillo, Administrative Supervisor I

* [smurillo@wdd.sbcounty.gov](mailto:smurillo@wdd.sbcounty.gov)
* 290 North D Street, Suite 600 ● San Bernardino, CA 92415
* (909) 387-9831

**Sal Monica, Business Services Representative**

* [salm@wdd.sbcounty.gov](mailto:Smonica@wdd.sbcounty.gov)
* 17310 Bear Valley Road, Ste 109 • Victorville, CA 92395

(760) 552-6533

Jillian Lanphear, Workforce Development Specialist

* [jillian.lanphear@wdd.sbcounty.gov](mailto:jillian.lanphear@wdd.sbcounty.gov)

(760) 552-6550

The Workforce Development Board educates businesses while attending employer events and through targeted information sessions and committee meetings on the employment support programs available through WDD, IRC, and DOR, i.e., Paid Internship Programs and Customized Employment. They also link employers to LEA, IRC, and DOR. They help individuals explore training options with job coaching, targeted instruction, conducting assessments, or behavior management to assist the local employment support vendors. They offer training to enhance workplace skills for students with ID/DD, including foundational employment skills, self-determination, workplace technology, etc. The Workforce Development Department (WDD) provides a referral to the youth program and assists with a campaign to recruit businesses and potential employers.

**18-21:** WDD does not serve adults still in high school

# Identification of Community Partners

B.E.S.T. Opportunities

Karin Etheridge, C.E.O.

* [karin.e@bestopportunities.org](mailto:karin.e@bestopportunities.org)
* 22450 Headquarters Drive • Apple Valley, CA 92307

(760) 628-0111

B.E.S.T. Opportunities is a center for adults with developmental disabilities located in Apple Valley, Barstow, and Hesperia and offers the following programs: Adult Development Center (promotes the independence and integration of adults with disabilities in the community), Supported Employment (helps adults with disabilities obtain and maintain meaningful employment), and Situational Assessments (assists a person with a disability to make choices about the types of jobs and work environments that they would enjoy using actual employment and community settings).

California MENTOR

Kayava Lenoir, Área Director

* [kayava.Lenoir@thementornetwork.com](mailto:kayava.Lenoir@thementornetwork.com)
* 15075 Main Street • Hesperia, CA 92345

(760) 998-2829

The MENTOR Network is a national network of local health and human services providers in more than 30 states offering an array of quality, community-based services to adults and children with intellectual and developmental disabilities, brain and spinal cord injuries, and other catastrophic injuries and illnesses. The Mentor Network also assists youth with emotional, behavioral, and medically complex challenges and their families, as well as elders in need of support. Founded in 1980, The Network has made a positive impact in the lives of thousands of children and adults across the country.

Cole Vocational Services

Kimberly Bagley, Program Director

* [kimberly.bagley@thementornetwork.com](mailto:kimberly.bagley@thementornetwork.com)

(760) 998-2829 - Office

* (951) 529-7909

Brenda Robledo, Job Developer

* [brenda.robledodinonicio@thementornetwork.com](mailto:brenda.robledodinonicio@thementornetwork.com)
* (951) 375-9408

Cole Vocational Services, a partner of California MENTOR, strives to create successful employment experiences for the individual as well as the employer. Their wide range of employment services helps individuals find and maintain meaningful jobs in California and 38 other states. Their Supported Employment program offers vocational training and other job-related resources to help adults with intellectual and developmental disabilities achieve goals and thrive in the working world. They carefully match individuals with employers, based on interests and skills and provide full training and job assistance to ensure continued success. Interested individuals meet with a job developer, who assesses their unique skills and interests to develop a personalized employment plan. This program also helps employers hire capable workers and make a positive impact on the community. Support and guidance are offered to help employers successfully integrate individuals with intellectual and developmental disabilities into the workplace.

Department of Behavioral Health

Alfredo Jauregui, Program Specialist I

Housing and Employment Program

* [ajauregui@dbh.sbcounty.gov](mailto:ajauregui@dbh.sbcounty.gov)

(909) 421-9430

The Department of Behavioral Health has many programs for adults ages 18 and over, ranging from screening to mental health services and prevention services.

Early Start Family Resource Network (ESFRN)

Janice Hinton, ESFRN Manager

* [jhinton@inlandrc.org](mailto:jhinton@inlandrc.org)

(800) 974-5553

The Early Start Family Resource Network provides parent-to-parent support, information, and resources to families who have children with special needs. The organization is staffed by parents of children with special needs; the ESFRN serves families in both Riverside and San Bernardino Counties.

Goodwill

Elizabeth Hulsey, Career Service Coordinator

* [ehulsey@goodwillsocal.org](mailto:ehulsey@goodwillsocal.org)

(760) 780-4970, ext. 4853

Israel Riley, Case Manager

* [iriley@goodwillsocal.org](mailto:iriley@goodwillsocal.org)

(760) 780-4970, ext. 4874

Goodwill Southern California Youth Centers provide at-risk youth with leadership training, work-based mentoring, internships, and paid work experience, as well as basic education, educational competency classes, tutoring, and recreational activities.The programs help guide youth on their way to becoming self-sufficient and productive community members by helping them earn a high school diploma or equivalent and transitioning into higher education and employment.

Inland Empire Health Plan (IEHP)

Sonja Marquez, Disability Community Representative

* [marquez-s@iehp.rog](mailto:marquez-s@iehp.rog)
* 10801 6th St. • Rancho Cucamonga, CA 91730

(909) 890-2781 Phone

(909) 890-2704 Fax

IEHP provides supplemental health insurance and linkages to community resources related to healthy living, such as medical services, transportation, food, and housing. IEHP provides in-home assessments to identify vocational barriers and referrals to employment agencies as appropriate.

Mountain Desert Career Pathways (MDCP) JPA

Matthew Wells, Director

* [matt.wells@mdcareerpathways.com](mailto:matt.wells@mdcareerpathways.com)
* (760) 247-8001, ext. 20811

Kendle Crowell, Assistant

* [kendle.crowell@mdcareerpathways.com](mailto:kindle.crowell@mdcareerpathways.com)
* (760) 247-8001, ext. 20812

Mountain Desert Career Pathways (MDCP) JPA is a collaborative Career Technical Education effort between nine school districts in the high desert. The purpose of MDCP is to coordinate with industry, government, and higher education to build better opportunities for the future of the region’s students. These opportunities are accomplished through the fostering of educated, informed individuals with in-demand skills and knowledge, who will be an asset to regional business and industry as a strong and desirable workforce. MDCP coordinates and hosts regional industry advisory councils to ensure that district curriculum is tightly aligned to industry needs. Furthermore, MDCP works to expand work-based learning opportunities for students in the region to further explore and learn about quality careers in the region.

Rolling Start, Inc.

Ernesto Contreras, Operations Manager

* [econtrreras@rollingstart.com](mailto:econtrreras@rollingstart.com)
* 1955 S Hunts Lane • San Bernardino, CA 92408

(760) 949-7626

(909) 890-9516 Voice

Rolling Start is an independent living center that works directly with willing and eligible individuals with disabilities, their support networks, and providers to facilitate and monitor the individual’s transition from facilities to community settings. Eligible individuals of all ages with physical and mental disabilities have an opportunity to participate.

Victor Valley Community College (VVC)

Cathy Ekpo, Direct Access

* 18422 Bear Valley Road ● Victorville, CA 92395
* [cathy.ekpo@vvc.edu](mailto:cathy.ekpo@vvc.edu)
* (760) 245-4271, ext. 2939

Jacqueline Stahlke

* [jacqueline.stahlke@vvc.edu](mailto:jacqueline.stahlke@vvc.edu)

(760) 245-4271, ext. 2212

VVC offers support and accommodations through the ACCESS Resource Center, formerly Disability Programs and Services (DPS), and enrichment and CTE classes. They explore class offerings that support local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. VVC offers CTE classes to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc. and provides support to DOR clients as the employer of record for work experience.

Victor Valley Family Resource Center (VVFRC)

Sharon Green

* [sgreen@vvfrc.com](mailto:sgreen@vvfrc.com)
* 16000 Yucca Street • Hesperia, CA 92345

(760) 669-0300

Victor Valley Family Resource Center is a Transitional Housing first 501-c3 non-profit organization. They specialize in supporting people to re-build their pathway to a successful lifestyle. With transitional housing programs and supportive services, they have supported over 12,500 sheltered nights, provided over 37,000 meals, and over 100 adults have graduated from this program. They also offer over 12 partnering community programs that give resources for homelessness prevention or restoration.

Victor Valley Transit Authority (VVTA)

Aaron Moore, Consolidated Transportation Services Agency Director

* [amoore@vvta.org](mailto:amoore@vvta.org)
* 17150 Smoketree Street • Hesperia, CA 92345

(760) 948-4021, ext. 128

Bethany Hagen, Lead Travel Trainer

* [bhagen@vvta.org](mailto:bhagen@vvta.org)
* (760) 948-4021, ext. 141

The Consolidated Transportation Service Agency (CTSA) of Victor Valley Transit Authority is currently responsible for the operation and oversight of twelve mobility management projects that benefit the residents of the Victor Valley and North Desert regions of San Bernardino County. The Travel Training programprovides one-on-one instruction for riding and navigating VVTA’s fixed route system based on the individual needs of clients and small groups. The TRIP program allows seniors and disabled individuals to receive funds to reimburse a volunteer driver who provides them with transportation to vital medical, human services, and social appointments. The Transit Ambassador program consists of a group of voluntary travel trainers who are trained and retrained at regular intervals to provide no-cost training to fellow members of the community. Other programs operated by the CTSA include the Travel Trainer Certification program, Transit Orientations, the Vanpool program, the Fare Media Scholarship, and the Needles Carshare program. For more information about these and other programs, please contact Aaron Moore at [amoore@vvta.org](mailto:amoore@vvta.org).

VIP, INC.

Joey Holland, Director of Rehab in Hesperia

* [joeyh@vipsolutions.com](file:///\\DMESC-FS1\User\Adrienne%20Shepherd\TPP%20Hodge%20Podge\LPA\LPA\joeyh@vipsolutions.com)

(760) 948-1312

VIP is a not for profit organization dedicated to serving individuals with disabilities with prevocational training and job placement services. They are dedicated to maximizing the potential of individuals with developmental disabilities. VIP offers works services (Work Activity Program) and Supported Employment Services (Supported Employment Group Placements, Individual Placements, and Direct Placements).

# Roles and Responsibilities

Person-Centered Planning (PCP) is a process-oriented approach to empowering individuals with disabilities. PCP has a primary focus on people and their needs by putting them in charge of defining the direction for their lives, not on the systems which may or may not be available to provide services. Empowering students and youth ultimately leads to greater inclusion as valued members of both community and society.

The PCP process is a collaborative effort and includes input from individuals involved in every aspect of the participant’s life including family, friends, school, and support agencies. This process will play a critical role in addressing the individualized vocational needs of those within the ID/DD population. Partners will collaborate and share information by attending meetings, share assessment information and reports, and by aligning agency plans to reflect the same vocational and transition goals. Duplication of services will be reduced by defining the roles and responsibilities of each agency partner at different points in the individual’s education and transition to CIE.

Services will be provided to Students with Disabilities (SWD) and Youth with Disabilities (YWD) based on the criteria referenced below:

* SWD: Students (Ages 16-21) in secondary school
* LEA

**16-17**: Develop and refine an Individual Transition Plan (ITP) based on the information gathered during the PCP process. Provide Pre-Employment Transition Skills (Pre-ETS) training and work experience opportunities as appropriate through the district and SELPA Managed transition programs. Conduct ongoing assessments of progress toward CIE readiness. Refer to CTE/ ROP classes as appropriate. Maintain ongoing collaboration with IRC and DOR.

**18-21**: Continue services listed above in the adult transition program setting. Facilitate agency linkages and transition services to support agencies. Make referrals as needed.

* Mountain Desert Career Pathways

Offer CTE classes. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Explore class offerings to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore CTE class offerings to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc.

* IRC

**16-17:** Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process and ongoing collaboration with the LEA. Provide services as appropriate to address vocational barriers while in school.

**18-21:** Coordinate with LEA and DOR to provide appropriate work services as needed. Work services may include participation in a Paid Internship Program (PIP) where IRC will refund the consumer's wages, and the business' payroll costs up to $10,400 annually for each student who participates. Evaluate data provided by the LEA to determine CIE readiness and appropriate transition options. Attend exit IEP to determine appropriate transition services. Make a referral to DOR for students ready for CIE and to employment support vendors for additional training as appropriate.

* DOR

**16-21:** Provide DOR Student Services to Potentially Eligible, who are defined as students with disabilities, who have not yet applied for or been eligible for the vocational rehabilitation program. This program is intended to help students prepare for workplace success by exploring options, getting ready to work, and creating careers. In collaboration with LEA’s, a DOR Student Services Request be provided to DOR. DOR staff will come to the school site to provide an Orientation of Student Services Options and complete an Intake. Also, students who are referred to the CaPROMISE, TPP and CCI programs as potentially eligible students may complete the required DOR paperwork based on the information gathered during the PCP process and collaboration with the LEA. Students who qualify for services may receive support in the following core areas: workplace readiness, work-based learning, job exploration and counseling, post-secondary counseling, and instruction in self-advocacy based on the information gathered during the PCP process and collaboration with the LEA.

For students referred to the DOR who are interested in becoming DOR Vocational Rehabilitation clients and are not linked to any vocational programs through the local education agencies will be referred to apply directly to DOR for services.Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Attend exit IEP meeting when invited and as appropriate. Placement in business with needed supports for CIE ready students and make a referral to employment support vendors for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers. Students who qualify for services may receive support in the following core areas: workplace readiness, work-based learning, job exploration and counseling, post-secondary counseling, and instruction in self-advocacy based on the information gathered during the PCP process and collaboration with the LEA.

* Employment Training and Support Vendors

**18-21:** Provide employment training and support to individuals in need of additional skills to be ready for CIE through DOR and or IRC cooperative programs only. Maintain ongoing collaboration with LEA, IRC, and DOR to develop and refine new programs. Such training and supports include;

* Discovery
* Assessment
* Behavioral Support
* Job Placement/Referral
* Job Coaching
* Progress Meetings and Reports
* Tailored Day Services
* Customized Employment
* Client and Parent Education

**\*\* Services provided to students still in high school will be based on referral through DOR and or IRC cooperative programs only.**

* Community Partners

Please refer to the list of Community Partners in the previous section.

* YWD: Individuals (Ages 18–24) and not in secondary school
* LEA

Provide assessment information and records to IRC/DOR regarding the student's readiness for CIE. The Desert/Mountain SELPA as a WIOA youth provider for the San Bernardino County Workforce Development Department will provide services to out-of-school youth who are ages 16 – 24 authorized to work in the United States and have a disability. Students participating in the program will work towards meeting several of the following performance measures: placement and retention in employment, education, or training, earnings after entry into unsubsidized employment, credential rate, and program skills gains. The measures are set by the State Department of Labor.

* Mountain Desert Career Pathways

Offer CTE classes. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Explore class offerings to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore CTE class offerings to enhance workplace skills for individuals with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc.

* IRC

Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process. Evaluate data provided by the LEA to determine CIE readiness and appropriate transition options. Conduct assessment as needed. Make a referral to DOR for clients ready for CIE and to employment support vendors for additional training as appropriate.

**22-24:** Subminimum wage restriction - A client requires Career Counseling Information and Referral (CCIR) from DOR. IRC can assist consumers who wish to participate in a Paid Internship Program, Supported Employment, or attend a Day Program to increase vocational, social, behavioral, and independent living skills. IRC can also help the student with transportation, housing, and Supportive Living services.

* DOR

Develop an Individualized Plan for Employment (IPE) based on the information gathered during the PCP process. Evaluate data provided by the LEA and/or IRC to determine CIE readiness and appropriate employment services. Placement in business with needed supports for CIE ready students and make a referral to employment support vendors for additional assessment and/or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

**22-24:** Subminimum wage restriction - A client requires Career Counseling Information and Referral (CCIR) from DOR. IRC can assist consumers who wish to participate in a Paid Internship Program, Supported Employment, or attend a Day Program to increase vocational, social, behavioral, and independent living skills. IRC can also help the student with transportation, housing, and Supportive Living services.

**\*\* Provide training and updates for counselors, service coordinators, clients, parents, and partners as appropriate.**

* Workforce Development Board

Educate businesses while attending employer events and through targeted information sessions and committee meetings on the employment support programs available through WDD, IRC, and DOR, i.e., Paid Internship Programs (PIP) and Customized Employment. Link employers to IRC and DOR. Explore training options to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore training to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc. Provide vocational training services, i.e., referral to the youth program. Assist with a business campaign to recruit businesses and potential employers.

* Employment Training and Support Vendors

Provide employment training and support to individuals in need of additional skills to be ready for CIE. Maintain ongoing collaboration with IRC and DOR to develop and refine new programs. Such training and supports include;

* Discovery
* Assessment
* Behavioral Support
* Job Placement/Referral
* Job Coaching
* Progress Meetings and Reports
* Tailored Day Services
* Customized Employment
* Client and Parent Education
* Community Partners

Please refer to the list of Community Partners in the previous section.

# Referral and Intake

An additional objective of the DMLPAC shall be to streamline the referral process collectively established between the IRC, DOR, LEAs, and other community partner agencies which provide services to individuals with ID/DD. Additionally, this LPA is to serve as a framework which can be used by the DOR branch offices to develop and implement LPAs which address the specific operational needs of their respective catchment areas as these locations, in collaboration with community partners, work to support CIE outcomes.

## Provide your current agency referral process:

Local Education Agencies (LEA) - The Desert/Mountain SELPA Local Education Agencies (LEAs) will, with written consent from the parent or student who has reached the age of majority, invite a representative from the Inland Regional Center to an IEP meeting within the last 9 months of school for a student interested in competitive integrated employment (CIE) upon exiting from high school. The classroom teacher will obtain written consent from the parent or student who has reached the age of majority to release the following documentation to the IRC representative by the end of the IEP Meeting:

* LEA Referral Form to Inland Regional Center Representative
* IEP – including the Individualized Transition Plan (ITP)
* Psychoeducation report
* Summary of Performance (SOP)
* Transition Assessments
* Portfolio
* Other supporting documents

## DOR and IRC Referral Process

For consumers 24 years of age and under, referrals for services can come directly from IRC Consumer Services Coordinators, (CSC) or LEA members at an IEP meeting with an IRC Consumer Services Coordinators present. The procedure mentioned above is the preferred referral process/protocol but not the only one. Individuals in this category should not be turned away from DOR if they apply directly to DOR.

The IRC CSC will finalize the referral packet and send it to the DOR Supported Employment Liaison/point of contact for the designated unit.

* Referral Packet should include:
* DOR Referral form
* Consent to release information signed by a consumer
* Individual Program Plan (IPP)
* Social Assessment
* Psychological Assessment
* Medical Assessment
* Client Development Evaluation Report (CDER)
* Annual Case Notes
* DS1968 signed by consumer and IRC CSC
* Individualized Education Program (IEP) and Individualized Transition Plan (ITP)
* Once the referral is received by the designated Department of Rehabilitation (DOR) liaison, a letter will be mailed to the consumer with the orientation/intake date, time, location, and name of assigned Qualified Rehabilitation Professional (QRP). The intake meeting will be scheduled within two weeks of receiving the referral.
* A copy of the intake appointment letter will be emailed to the Inland Regional Center CSC.
* Once a consumer attends their intake appointment a case will be opened with the DOR to determine their eligibility for service.
* Once the consumer has completed the orientation, a DOR intake session will be scheduled with the consumer.
* As appropriate, a referral for an External Situational Assessment will be completed by DOR to a Community Rehabilitation Program (CRP) to determine barriers and other potential services for Competitive Integrated Employment (CIE) readiness.
* Based on assessment results, a consumer may be referred for a Trial Work Experience (TWE), Group Placement, Individual Placement, or closed with the provision of Career Counseling Information and Referral (CCIR) services and referred to IRC.

# Communication:

The DMLPAC will maintain ongoing communication among all core partners. Meetings have been established, and the DMLPAC will meet quarterly for dialogue related to training opportunities, best practices and sharing resources.

Systems of Measurement

* Refer to the Department of Rehabilitation (DOR) Inland Empire District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with ID/DD.
* Improve collaboration and coordination between the three departments to prepare and support all individuals with ID/DD who choose CIE.
* Jointly develop and communicate written guidance.
* Promote local level collaboration and the development of LPAs that address CIE.
* Jointly improve data collection and sharing.
* 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.
* Jointly identify and improve “Triple E” practices.
* Determine and encourage statewide SE provider capacity to support CIE.
* Support transition from school to employment preparation services and CIE.
* Develop business partners.
* Develop tools and resources.
* Support the ability of individuals with ID/DD to make informed choices, adequately prepare for, the transition to, and engage in CIE.
* DOR will utilize the Aware database to track ID/DD outcomes.
* LEA will complete data tracking of youth population with ID/DD who are nearing school exit.
* IRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information with the IELPAC accordingly.

# Goals

DMLPAC:

* Implement a common referral form within high schools.
* Develop common assessments related to CIE to be implemented within high schools.
* Develop a resource to give parents and students at the exit IEP meeting describing the referral process, terminology and agency support available to them.
* Develop a Transition Service Roadmap to assist students, families, and professionals to help explain the basic transition process and procedures.
* Increase vendors by adding LEA for job coaching (aka short-term support) services.

| DOR Inland Empire District Core Partners: |
| --- |
| Robert Loeun, District Administrator |
| Alfonso Jimenez, Team Manager |
| Susan Wright, Team Manager |
| Craig Rubenstein, Team Manager |
| Yuki Long, Team Manager |
| LEA Core Partners: |
| Jenae Holtz, CEO, Desert/Mountain SELPA |
| Adrienne Shepherd, Program Manager |
| IRC Core Partners: |
| Vince Toms, Community Services Director |
| Felipe Garcia, Director of Children and Transition |
| Angelica Serrano, Program Manager |
| Andrew Burdick, Employment Specialist |
| Beth Crane, Employment Specialist |