The California Competitive Integrated Employment Blueprint

The San Gabriel Valley

Local Partnership Agreement

November 1st, 2018

  

“Real Work for Real Pay in the Real World”

**Table of Contents**

[I. INTENT/PURPOSE 2](#_Toc11656164)

[II. SAN GABRIEL VALLEY PARTNERSHIPS 2](#_Toc11656165)

[Core Partners 3](#_Toc11656166)

[Community Partners 4](#_Toc11656167)

[III. ROLES AND RESPONSIBILITIES: Collaboration through Person-Centered Process 6](#_Toc11656168)

[Regional Center 6](#_Toc11656169)

[Department of Rehabilitation (DOR) 8](#_Toc11656170)

[Local Education Agencies (LEAs) 10](#_Toc11656171)

[IV. COLLABORATIVE PROCESS: Referral, Information sharing, and Documentation Process 12](#_Toc11656172)

[Regional Center 13](#_Toc11656173)

[Department of Rehabilitation (DOR) 14](#_Toc11656174)

[Local Educational Agencies (LEAs) 14](#_Toc11656175)

[V. RESOURCES: Pathways to Employment 15](#_Toc11656176)

[Regional Center 15](#_Toc11656177)

[Department of Rehabilitation (DOR) 18](#_Toc11656178)

[Local Educational Agencies (LEAs) 20](#_Toc11656179)

[VI. COMMUNICATION 23](#_Toc11656180)

[Informational 23](#_Toc11656181)

[Functional 25](#_Toc11656182)

[Systems Measures 26](#_Toc11656183)

[VII. ATTACHMENTS 28](#_Toc11656184)

[A. The SGV LPA Competitive Integrated Employment (CIE) Networking Chart 28](#_Toc11656185)

[B. Parent Brief, Person-Centered Planning: A Tool for Transition 28](#_Toc11656186)

[C. San Gabriel/Pomona Regional Center Employment First Policy 28](#_Toc11656187)

[D. SGV LPA Member List 28](#_Toc11656188)

[E. SGV LPA Glossary of Terms, Phrases & Acronyms 28](#_Toc11656189)

[F. California Paid Internship/Work Experience/Employment Opportunities for Individuals with Disabilities Guide 28](#_Toc11656190)

[VIII. Signature Page 29](#_Toc11656191)

# **INTENT/PURPOSE**

The intent of the San Gabriel Valley Local Partnership Agreement (SGVLPA) is to establish a collaborative partnership between the local Department of Rehabilitation (DOR), the local Regional Centers (RC), and the Local Educational Agencies (LEAs). The SGVLPA’s purpose is to promote, prepare, and enhance pathways towards Competitive Integrated Employment (CIE) services and outcomes for school age youths (16 – 22) and young adults (22+) with intellectual disabilities/developmental disabilities (ID/DD). Individuals are in secondary or post-secondary education and are eligible for services through DOR, RC, and LEAs. Goals and objectives include but are not limited to educating individuals with ID/DD regarding available services, educating service providers, developing consistent conceptualization of services, and increasing collaboration through the person-centered process.

# **SAN GABRIEL VALLEY PARTNERSHIPS**

The SGVLPA core partnerships and community partnerships can be identified in the San Gabriel Valley Local Partnership for CIE Networking Chart (attachment A):

Click to access SCRS ILC 

## **Core Partners**

The SGVLPA core partnerships are the DOR district offices, Regional Centers, and LEAs as follows:

1. Department of Rehabilitation Orange/San Gabriel District: <http://www.dor.ca.gov/>
	* West Covina Office
	* El Monte Office
2. Regional Centers:
* San Gabriel/Pomona Regional Center, <http://www.sgprc.org/>
* Eastern Los Angeles Regional Center, <http://www.elarc.org/>
1. Local Educational Agencies:
* Arcadia Unified School District, <https://www.ausd.net/>
* Azusa Unified School District, <https://ausd-ca.schoolloop.com/>
* Baldwin Park Unified School District, <https://www.bpusd.net/>
* Bassett Unified School District, [https://www.bassettusd.org](https://www.bassettusd.org/)
* Bonita Unified School District, <http://do.bonita.k12.ca.us/>
* Charter Oak Unified School District, <https://www.cousd.net/>
* Claremont Unified School District, <https://www.cusd.claremont.edu/>
* Covina-Valley Unified School District, <https://www.c-vusd.org/>
* El Monte Union High School District, <https://www.emuhsd.org/>
* Glendora Unified School District, <https://www.glendora.k12.ca.us/>
* Hacienda La Puente Unified School District, <https://www.hlpschools.org/>
* Monrovia Unified School District, <https://www.monroviaschools.net/>
* Pomona Unified School District, <https://proudtobe.pusd.org/>
* Rowland Unified School District, <https://www.rowlandschools.org/>
* San Gabriel Unified School District, <https://www.sgusd.k12.ca.us/>
* Walnut Valley Unified School District, <https://www.wvusd.k12.ca.us/>
* West Covina Unified School District, <https://www.wcusd.org/>
* Whittier Union High School District, <https://www.wuhsd.org/>
* East San Gabriel Valley ROP, <https://www.esgvrop.org/>

## **Community Partners**

The SGVLPA has a variety of community partners and stakeholders who have agreed to engage in the collaborative process in support of CIE and employment development program services. New partnerships will continually be identified and added as the process continues. Community partners include but are not limited to:

1. Education Providers
* East San Gabriel Valley ROP, <https://www.esgvrop.org/>
* Hacienda/La Puente Adult Education, <https://www.hlpae.com/>
* Tri-Community Adult Education, <https://www.c-vusd.org/adulted>
* Citrus College, [www.citruscollege.edu/](file:///%5C%5Csg-fs%5Ccommunity%20resources%5CEmployment%5CLPA%20Docs%5CSGV%20LPA%20Draft%20Naratives%5Cwww.citruscollege.edu%5C)
* Mt. San Antonio Community College, <https://www.mtsac.edu/>
* Rio Hondo Community College, <https://www.riohondo.edu/>
* Mt. SAC AEBG, <http://www.mtsac-rc.org/>
* Mt. SAC IMPACT Program, [www.mtsac.edu/continuinged/](file:///%5C%5Csg-fs%5Ccommunity%20resources%5CEmployment%5CLPA%20Docs%5CSGV%20LPA%20Draft%20Naratives%5Cwww.mtsac.edu%5Ccontinuinged%5C)
1. College to Career Support Services
* College Connect, <https://www.collegeconnectsupport.com/>
* Citrus College Disabled Student Program & Services, [www.citruscollege.edu/stdntsrv/dsps/Pages/default.aspx](file:///%5C%5Csg-fs%5Ccommunity%20resources%5CEmployment%5CLPA%20Docs%5CSGV%20LPA%20Draft%20Naratives%5Cwww.citruscollege.edu%5Cstdntsrv%5Cdsps%5CPages%5Cdefault.aspx)
* Rio Hondo College Disabled Student Program & Services, <https://www.riohondo.edu/dsps/>
* Mt. SAC ACCESS program, [www.mtsac.edu/access/](file:///%5C%5Csg-fs%5Ccommunity%20resources%5CEmployment%5CLPA%20Docs%5CSGV%20LPA%20Draft%20Naratives%5Cwww.mtsac.edu%5Caccess%5C)
1. Alternative Education/Charter/NPS
* LACOE Juvenile Court & Community Schools
1. Employment Services
* America’s Job Center of California (AJCC), <https://edd.ca.gov/Office_Locator/>
* Ability First, <https://www.abilityfirst.org/>
* LiNk/DTW, <http://dtwgroups.com/link/>
* Ritz Vocational, <http://www.ritzvocational.com/>
* San Gabriel Valley Training Center, <http://www.sgvtc.org/>
* Valley Light, <https://www.valleylight.org/>
1. Community Resources
* CaPROMISE, <https://www.capromise.org/>
* Family Resource Center, <http://www.frcnca.org/>
* Social Security Administration, <https://www.ssa.gov/>
* Service Center for Independent Life, <http://www.scil-ilc.org/>
* Southern California Resources for Independent Living, <http://www.scrs-ilc.org/>
* The Parents’ Place, [https://www.parentsplacefrc.com](https://www.parentsplacefrc.com/)
* Thompson Policy Institute,

<https://www.chapman.edu/education/centers-and-partnerships/thompson-policy-institute/index.aspx>

1. Business Partners
* CVS (locations vary)
* ReadyPac
* Volunteers Centers of San Gabriel Valley
* Quetico
* Lab Launch
* 99 Cent Stores (locations vary)
* Interstate Filter Service

# **ROLES AND RESPONSIBILITIES: Collaboration through Person-Centered Process**

The Person-Centered Process (PCP) is a continuous and ongoing process in which the primary focus is giving the individuals with intellectual/development disabilities positive control over their lives. Through Person-Centered planning and practices, individuals are encouraged to identify, communicate, and share their vision of what they would like for their future with those they have identified as part of their “team”. The Person-Centered planning process can help facilitation in identifying opportunities for growth and development of outcomes specific to the individual wants, likes, and desires. The “person-centered team” can meet to develop a plan towards achieving competitive integrated employment or services that will help individuals participate and become fully integrated in their community. The Person-Centered Process is a powerful and empowering process that is an integral piece of the planning and development of goals. A parent’s guide to Person-Centered Planning is provided for review (attachment B).

## **Regional Center**

The San Gabriel/Pomona Regional Center’s mission includes the promotion of independence and full integration into community life. SG/PRC shall work with local education agencies, school -age planning teams, and community organizations to promote competitive integrated employment services that is consistent with the Employment First Policy and WIC 4869 (c) of the Lanterman Act. “Regional centers shall provide consumers 16 years of age or older, and when appropriate, their parents, legal guardians, conservators, or authorized representative with information, in an understandable form, about the Employment First Policy, options for integrated competitive employment, and services and supports, including postsecondary education, that are available to enable the individual to transition from school to work, and to achieve the outcomes of obtaining and maintaining integrated competitive employment.” Employment is a significant way for adults to lead an independent and productive life. SG/PRC recognizes that individuals may need training and/or other supports to achieve integrated competitive employment. (Attachment C)

**Eligibility and Intake.** Developmental disability originated before the age of 18, be expected to continue indefinitely, and constitute a substantial disability for the individual. Eligibility diagnoses are the following: Intellectual Disability, Cerebral Palsy, Epilepsy, Autism, and other closely related conditions to an intellectual disability. Developmental disability shall include disabling conditions that are not solely psychiatric disorders, learning disabilities, or physical in nature. Referrals are accepted through self-referring, families, Department of Children and Family Services (DCFS), medical professions, or Probation.

* Initial referral for assessment to determine eligibility may take up to 120 calendar days.
* Once eligibility is established, Regional Center has up to 60 calendar days to assign a Service Coordinator (SC), make contact, conduct an Individual Program Plan (IPP) meeting, and complete the IPP report.
* Once an IPP meeting has been conducted, the SC has 30 calendar days to complete an IPP report to identify needed services (natural, generic, and funded supports).

**Coordination of Person-Centered Planning.** Coordination of Person Centered Planning for individuals will take place through the Individual Program Plan (IPP) process. The IPP provides an account of the information contributed by individual and the IPP team members about the individual’s likes, dislikes, desires, strengths, capabilities and needs. Career/employment goals are identified through the IPP process along with the necessary steps and supports needed to assist the individual in the achievement of their goals. IPP team members are identified by the individual(s) and/or the families receiving regional center support. IPP team members include the individual, parent/guardian, the SC, and other members of their circle of support that may include but not limited to friends, support staff, educators, rehabilitation counselors, etc. Person-Centered Planning is an ongoing and continuous process. A new IPP is developed every three years and reviewed annually, however, can be updated as needed in between and agreed upon by the IPP team.

## **Department of Rehabilitation (DOR)**

California Department of Rehabilitation (DOR) works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. DOR Student Services was developed to work with students, families, schools, and other stakeholders to provide five student services. These services are available to all students, ages 16-21 with disabilities, 504 plans, and Individual Education Program (IEP). Student services can include job exploration counseling, work based learning experiences, postsecondary counseling, work readiness training and self-advocacy training. These types of services are provided to students attending a recognized education program including home school and alternative high school programs. Students receiving these services are classified as potentially eligible consumers and the scope of services is only limited to the five student services.

**Intake and Eligibility.** To be eligible for services, an individual must: have a physical or mental impairment that substantially impedes his or her ability to secure employment and requires DOR services to prepare for, secure, retain, or regain employment consistent with the applicant’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice; be available and able to benefit from DOR services in terms of an employment outcome in an integrated setting. The three requirements that comprise the application process:

1. Request DOR services in one of the following ways:
2. Contact the local DOR. Complete and sign the Enrollment for Vocational Rehabilitation Services form or DR 222 – Vocational Rehabilitation Services Application.
3. Apply for services online at the DOR website: [www.dor.ca.gov](http://www.dor.ca.gov/) or print the DR 222 application and mail the completed form to the local DOR office.
4. Visit an America’s Job Center of California (AJCC) <https://edd.ca.gov/Office_Locator/>. Complete an intake application form requesting DOR services.
5. Provide DOR with the information necessary to begin an assessment to determine eligibility and priority for services.
6. Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluations, and completing any additional actions agreed upon with the DOR counselor.

Once DOR receives complete information about the individual’s disability, the DOR counselor will notify them in writing about their eligibility.

**Coordination Person-Centered Planning.** Coordination of DOR services is completed through the Individualized Plan for Employment (IPE) process. The IPE contains important information on the client’s employment goal, and what services and supports the DOR has agreed to provide to assist the client in meeting that goal. The IPE will be developed in collaboration with the client, the DOR counselor, and other stakeholders to assist in the development of the employment goal. The IPE will be developed within 90 days of eligibility. Any delays in participating in plan development may result in an agreed upon extension.

## **Local Education Agencies (LEAs)**

The term “Local Educational Agency” is defined as “a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary schools or secondary schools.”

The LEA is responsible for complying with The Individuals with Disabilities Education Act (IDEA) on a local level. IDEA is a law that makes available a free, appropriate public education (FAPE) to eligible individuals with disabilities. FAPE must be offered to individuals receiving special education services from the ages of 3 through 22 years old, who have not yet received a high school diploma.

In this Local Partnership Agreement, the local school districts serve as the LEA. Thus, each school district is responsible for locating, evaluating, and identifying all eligible children with disabilities in their district. Once a student is identified as eligible for services under the IDEA, the local school district is responsible for ensuring that the student receives FAPE.

**Eligibility and Intake.** Eligibility determination is based on a comprehensive initial evaluation. To be determined eligible for special education services, students must meet **all three** of the following criteria:

* Have one or more disabilities of the 13 areas under IDEA.
* Disability adversely affects educational performance.
* Unique needs cannot be addressed without special education services.

Results of an initial evaluation are reviewed and discussed through an Individual Education Program (IEP) meeting. During this meeting, the IEP team will utilize data and information from the evaluation to determine if the student meets the eligibility requirements. Eligibility for special education services leads to the development of an IEP by the IEP team members.

The IEP is a written document that is developed for each public school child who is eligible for special education. For students that are eligible for special education services, the IEP is created through a team effort and reviewed at least once a year. For students receiving special education services, a re-evaluation for special education services is conducted every three years through a triennial assessment process. IEP meetings are comprised of a student’s educational rights holder (typically parent/guardian), LEA administrator or designee, general education teacher(s) and special education teacher and/or service provider(s) and student (especially once reaches age 16). School psychologists are present at initial and triennial IEP meetings to participate in reviewing report findings. Outside agency representatives and other participants are invited to IEP meetings depending on the individual needs of the student. The IEP must include:

* The student’s present levels of academic achievement and functional performance.
* Measurable annual goals.
* A description of how the student’s progress towards goals will be measured and reported.
* Specific special education services to be provided to the student.
* The extent to which the student will not participate with peers in the general education environment as well as extracurricular and nonacademic activities.
* Accommodations/modifications for state or district-wide assessments.

The IEP must be agreed to in writing by the individual who holds the student’s educational rights before it is implemented. All students hold their own educational rights once they reach the age of majority, age 18 years old, unless the conservatorship process has been gone through and the court appoints a conservator.

**Coordination of Person-Centered Planning.** LEAs utilize person-centered planning to assist students with establishing and taking steps towards their post-secondary goals. Students are involved in completing informal assessments, participating in vocational experiences and other opportunities that allow them to further explore their strengths and interests. An Individual Transition Plan (ITP) developed and refined, on or before a student’s sixteenth birthday, based on the information gathered through the person-centered planning process. The ITP is discussed and included as part of a student’s IEP. Students are provided transition activities and work experience opportunities, as appropriate, that are aligned with students’ post-secondary goals and their ITP. Students are informed of CTE/ROP classes. Ongoing collaboration with local Regional Center and Department of Rehabilitation takes place, when possible, in order to assist students through the transition process and with accessing resources available through these agencies. LEAs also facilitate linkages with support agencies and community partners in order to assist students with successful post-secondary outcomes. Agency representatives are invited to take part in the ITP/IEP meetings, as applicable. The LEAs follow-up with students one year after graduating with a diploma or aging out of public school at age 22. The LEAs provide linkages to agencies and community partners, as needed, during the follow-up process.

# **COLLABORATIVE PROCESS: Referral, Information sharing, and Documentation Process**

Collaboration of services among RC, DOR, and LEAs are essential in the planning process for successful CIE outcomes for youth in secondary education, youths transitioning to post-secondary education or into competitive integrated employment and working age adults. Core partners will work in tandem to create a well-sequenced process for service delivery to optimize resources while achieving CIE outcomes. Target group are: students in secondary education (ages 16 through 21), individuals not in secondary education (ages 18 and older).

## **Regional Center**

**Referral.** Individuals enrolled with the Regional Center with an IPP objective in pursuit of competitive integrated employment will be referred to the appropriate core partners for collaborative planning and resource sharing. Eligibility must be met based on the criteria of each department as specified.

1. Students in secondary education, ages 16 through 21 will be referred to:
* Local LEAs for ITP development and planning per WIC 4648.55.
* DOR for eligibility for student services.
1. Individuals not in secondary education, ages 18 and older:
	* Direct referral to DOR for eligibility of services.
	* Regional Center will submit a referral along with the required documents to DOR for review of eligibility of services.
	* If not eligible for DOR services, Regional Center will review for individuals for eligibility for regional center funded services.

**Information Sharing and Documentation Process.** The Individual Program Plan (IPP) is made available to the individual and the IPP team within 30 days of the IPP meeting. The IPP along with other confidential information (medical, psychological, social/behavior report, etc.) may be shared with those outside the IPP team with written permission from the individual and/or conservator. The Regional Center’s “Authorization to Obtain or Release Information” must be signed by the individual/parent/guardian/conservator for information to be shared. The release will be kept in the individuals’ file for up to one year.

## **Department of Rehabilitation (DOR)**

**Referral.** Individuals wishing to seek DOR services can do so through the eligibility and intake process. DOR will accept referrals from core partners for individuals who meet the eligibility requirements, who have a career/work objective, and/or seeking competitive integrated employment services.

1. Students in secondary education, ages 16 through 21:
* Local LEAs for IEP and ITP development and planning.
* Regional Center for IPP development and planning.
1. Individuals not in secondary education, ages 18 and older:
	* Regional Center can submit a direct referral using the DR1968 and submitting the appropriate supporting documentation for eligibility review.
	* DOR will coordinate service delivery with the designated Regional Center representative.
	* DOR will refer individuals who are not eligible for services back to Regional Center for additional resources.

**Information Sharing and Documentation Process.** The IPE is completed within 90 days from eligibility determination. The IPE along with other confidential information (medical, psychological, educational report, etc.) may be shared with those outside the DOR team with written permission from the individual and/or conservator. The DOR “Consent to Release and Obtain Information” must be signed by the individual/parent/guardian/conservator for information to be shared. The release will be kept in the individuals’ file.

## **Local Educational Agencies (LEAs)**

**Referral.** Individuals receiving special education services with an ITP objective in pursuit of employment, will be provided information on work experience and vocational training opportunities in the community.

* Students ages 16 to 21, may be referred to Department of Rehabilitation in order to learn more about student services available through the agency.
* Students who are 18 years or older and have not received a high school diploma, may be eligible to participate in the LEA’s adult transition program to assist with further development of vocational and independent living skills.
* Students eligible for special education services who are also clients of Regional Center, are referred to Regional Center to explore adult services when a student is graduating with a high school diploma or aging out of public school.

**Information Sharing and Documentation Process.** The Family Educational Rights and Privacy ACT (FERPA) is a federal law that protects the privacy of education records. A release of information may be signed by a student’s educational rights holder in order for information related to a student’s educational process to be shared between agencies. A release of information is typically valid of one year. When students are exiting public school and have a current IEP, an exit summary is provided along with copies of the students most recent IEP and psycho-educational report. School districts in California, maintain student’s special education records for a pre-determined time, from the time the student exits public schools. Special education records can be requested from the school district after a student exits, by the following district procedural timelines and records are only released to the authorized person.

# **RESOURCES: Pathways to Employment**

## **Regional Center**

Regional center program services available to students and adults must meet the eligibility criteria outlined in WIC 4648.55, be in keeping with SG/PRC Employment First Policy, and board approved Purchase of Services Policy. SG/PRC also provides a brochure for individuals, families, core partners, and stakeholders, of employment and day program options. Program services are designed with the intent to provide transition, as well as pathways to full integration into the community through, pre-employment skills training, employment development and services, and/or functional, social, and adaptive skills development and training to live full and inclusive lives.

Students in secondary education, through age of 22:

* **Paid Internship Program (PIP)** - The purpose of this program is to increase the vocational skills and abilities of clients who choose, via the IPP process, to participate in an internship. Goals of this program include the acquisition of experience and skills for future paid employment, or for the internship itself to lead to full or part-time paid employment in the same job.

Youths, ages 18 through 22, who have received a diploma or certificate of completion, or are no longer eligible for special education services in the K-12 educational system are eligible for the following:

* **Supported Employment Programs (SEP)** - Supported Employment (**SE**) is a service primarily offered by the Department of Rehabilitation (**DOR**). The goal of **SE** services is finding competitive work in a community integrated work setting for persons with disabilities who need ongoing support services to learn and perform the work. Support is usually provided by a job coach who meets regularly with the individual on the job to help him or her learn the necessary skills and behaviors to work independently. As the individual gains mastery of the job, the support services are gradually phased out. **DOR** is the main vocational rehabilitation program for **SE** service providers for adults with developmental disabilities. However, if the **DOR** is unable to provide services due to fiscal reasons, the regional center may be able to help individuals served get a job by funding **SE**.
* **Tailored Day Services (TDS)** - This service places high priority on opportunities for adults with developmental disabilities to choose and customize their day services to meet their individualized needs; have opportunities to further the development or maintenance of employment and volunteer activities; direct their services; pursue postsecondary education; and increase their ability to lead integrated and inclusive lives. An individual may choose a tailored day service, in lieu of any other regional center vendored day program, look-alike day program, supported employment program, or work activity program. **TDS** has specific service requirements and maximum amount of hours that can be provided.
* **Paid Internship Program (PIP)** - The purpose of this program is to increase the vocational skills and abilities of clients who choose, via the IPP process, to participate in an internship. Goals of this program include the acquisition of experience and skills for future paid employment, or for the internship itself to lead to full or part-time paid employment in the same job.
* **Adult Development Center (ADC)** - Adult Development Center **(ADC)** refers to day programs which serve adults by providing training and support in activities of daily living. Individuals who attend adult development centers generally need sustained support and direction in developing the ability to interact with others, to make their needs known, and to respond to instructions. Adult development center programs focus on the development and maintenance of the functional skills required for self-advocacy, community integration, work, and self-care. SG/PRC offers two types of day programs, those that have a licensed center **(center based)** and those that strictly operate in the community **(community based)**. Each individual case is evaluated to determine appropriateness of programming location. Staffing ratios for these programs are typically 1:3 or 1:4. While all programs must provide activities related to employment and volunteerism, there are employment-focused day programs that are time-limited and focused on developing employment skills for clients to transition to supported employment or competitive integrated employment.
* **Community-Based Adult Service (CBAS)** - Also called Adult Day Health Care Programs (**ADHC**), means an organized day program of therapeutic, social, and skilled nursing health activities and services provided to elderly persons or adults with disabilities with functional impairments, either physical or mental, for the purpose of restoring or maintaining optimal capacity for self-care. Provided on a short-term basis, **CBAS** serves as a transition from a health facility or home health program to personal independence. Provided on a long-term basis, it serves as an alternative to institutionalization in a long-term health care facility when 24-hour skilled nursing care is not medically necessary or viewed as desirable by the recipient or his or her family.
* **Behavior Management Program (BMP) -** Day programs which serve adults with behavioral challenges and who require support from staff with behavioral expertise. Individuals who are appropriate for a **BMP** focus on decreasing behaviors which may be a barrier to socializing, communicating, integrating into their community, and being employed. Like ADC’s, Behavior Management Programs also offer both licensed center-based or community-based programs and each client situation is evaluated on individual circumstances. Staffing ratios for BMPs are typically 1:3.

## **Department of Rehabilitation (DOR)**

DOR services are available to individuals who have completed the intake process and found eligible. Below are program services for DOR consumers and potentially eligible students. Services are geared towards providing transition services to students as well as pathways to employment for adults.

* **Student Services** - Per new Rehab Act Section, DOR is required to provide the following 5 activities to students with disabilities, ages 16 to 21-year-old, who are eligible or potentially eligible for VR services: (1) job exploration counseling, (2) work-based learning opportunities, (3) counseling on post-secondary educational opportunities (4) workplace readiness training, & (5) instruction in self-advocacy, including instruction in person centered planning. DOR is authorized, but not required to provide the 9 authorized activities, specifically identified in the Act. These services may be provided to all students with disabilities regardless of whether an application for services has been submitted.
* **Transition Partnership Program** - was designed to build partnerships between local education agencies (LEAs) and DOR for the purposes of successfully transitioning students-DOR consumers into meaningful employment and/or secondary education. Under these contractual agreements, the DOR assigns a counselor to be actively involved with the students with a disability, ages 16 -21, and TPP. The DOR counselor determines eligibility and provides vocational rehabilitation services for at least one year prior to the students leaving high school.
* **We can Work** - is a contractual agreement between local education agencies (LEAs) and DOR focusing on providing students with a disability, ages 16 – 21, with work experience.
* **On-the-Job Training** - is designed to enable individuals, ages 16 and older, to receive a paid training opportunity on a job. A formal training agreement is established and agreed upon between the consumer, employer, and DOR.
* **America’s Job Center of California** - Job/CareerCenters 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 for individuals, ages 14 and older. (<https://edd.ca.gov/Office_Locator/>)
* **Apprenticeships** – Formal, sanctioned work experiences of extended duration in which an apprentice learns specific occupational skills related to a standardized trade, such as carpentry, plumbing or drafting. Many apprenticeships include paid work components for individuals ages 16 and older ([https://www.dor.ca.gov](https://www.dor.ca.gov/)).
* **Supported Employment Services** - A term used to describe a system of support for people with disabilities, ages 16 and older, 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 Act (2014), extends supported employment availability from 18 months to 24 months.

## **Local Educational Agencies (LEAs)**

Work experience and/or employment services vary from school district to school district and should be consulted with the school district of the student. Below is a list of resources for transitional planning through California Department of Education. For reference only.

* **California Department of Education/Special Education** - Provides information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and non-academic skills. <https://www.cde.ca.gov/sp/se/>
* **California Department of Education /Secondary Transition Planning:** Resources and guidelines to assist youth with disabilities as they transition from school to adult life, including education and training, employment and independent living. <https://www.cde.ca.gov/sp/se/st/>
* **California Department of Education/WorkAbility –** The WAI program is funded and administered by the CDE. The WAI program includes comprehensive pre-employment skills training and follow-up for high school students receiving special education services. Programs services are appropriate to individual student needs, abilities, and interests. <https://www.cde.ca.gov/sp/se/st/>

**Adult Education Partners**

Adult Education partners include adult education programs and community colleges that offers quality academic classes, courses, and training to prepare individuals to achieve their career goals. Many adult education programs offer a variety and diverse certificate or technical training program at low cost. Accredited courses allow for credits to be transferrable to local colleges. Certificate and technical training programs are available for careers in the medical, business, culinary industry, and other trades. Adult Education partners are listed on page 6, with links to the website to explore program options.

**College to Career Support Services Partners**

According to the National Longitudinal Transition Study-2 (NLTS2) completed in 2000, one of the predictors for success in adult life for students with ID/DD was for them to have a college experience. Since then, many colleges have begun to develop programs for young adults with ID/DD. Currently, community colleges have programs to support students with ID/DD. College Support partners can be located on or off college campus that are both publicly and privately funded to provide college supports for students with disabilities. Services may include learning to navigate campus life, counseling services, classroom accommodations, psychological, emotional, and social support services. College support partners are listed on page 6 with links to the website for more comprehensive information of services.

**Employment Services Partners**

Employment Services partners are providers funded by DOR or Regional Center to provide services to support individuals with disabilities prepare and find competitive integrated employment through job matching, job development, and job coaching services. Program services may vary from provider to provider depending on the individual’s needs. Services can include skills building, community integration services, voluntarism, internships, job preparedness, job readiness training, job coaching, and job mentoring. A list of employment services partners is on page 6 with links to their website.

**Community Resource Partners**

Community resource partners are resource centers that provides valuable information and services to individuals with disabilities, their families, and services providers. Individuals and families can have access to an a ray of services such as parent to parent support, outreach, advocacy, information and referral services, transition services, life skills training, etc. Community resource partners that participated in the SGVLPA are listed on page 6.

**Business Partners**

Business partners comprised of small and large local businesses that are in support of employment opportunities to individuals with disabilities. They have incorporated practices in hiring and/or providing work experience or employment training through internships to individuals with disabilities. These businesses recognize the unique abilities, dedication, and talent from this workforce group and the diversity they bring to their business. Many business partners have partnerships with the employment service providers. Partnerships with larger businesses, such has CVS, may vary from location to location. A list of business partners can be found on page 6 and 7.

# **COMMUNICATION**

## **Informational**

**Core Partners.** The communication and collaborative process for core partners and SGVLPA members will continue to be in-person meetings, unless otherwise specified. Although the aim is for monthly in-person meetings, the dates and times may change due to the availability of core partners. The following meetings have been scheduled:

* Wednesday, January 31st 2018, from 1:30pm – 3:30pm @ SG/PRC
* Wednesday, February 28th 2018, from 1:30pm – 3:30pm @SG/PRC
* Wednesday, April 25th 2018, from 1:30pm – 3:30pm @ SG/PRC
* Wednesday, May 23rd 2018, from 1:30pm – 3:30pm @ SG/PRC
* Tuesday, June 26th 2018, from 1:30pm – 3:30pm @ SG/PRC
* Wednesday, August 29th 2018, from 1:30pm – 3:30pm @ SG/PRC
* Wednesday, September 26th 2018, from 1:30p - 3:30pm @ Arcadia USD
* Wednesday, October 24th 2018, from 1:30p – 3:30pm @ ESGV ROP
* Monday, December 10th 2018, from 1:30 – 3:30pm @ Mt. SAC

In addition to the above mentioned in person committee meetings, the LPA will continue to communicate via email, Google Docs, and possible future teleconference. Eventually, more information will be disseminated to individuals and their families via email, telephone, mailings, flyers, social media, and websites such as the Thompson Policy Institute. Each respective core partner will also have access to their individuals/students to disseminate information.

**Local Level.** Information sharing will be disseminated to staff, stakeholders, and individuals and their families using the following methods:

1. The Department of Rehabilitation:
* <http://www.dor.ca.gov/>
* Work Services Meetings
* Periodic Progress Review of Individualized Plan for Employment (IPE)
* Case staffing as needed
1. The Regional Centers:
* <http://www.sgprc.org/>
* <http://www.elarc.org/>
* Vendor Advisory Committee Meetings
* Board Meetings
* Client Training Group
1. The Local Educational Agencies:
* District websites (pg.5) posting of parent trainings, community meetings, and transition/post-secondary activities.
* Transition Fair
* San Gabriel Valley Transition Task Force
* Community Advisory Committee Meetings

**State Level.** Communication with state leadership for technical assistance and feedback will be a continual process. Efforts will include but not limited to the following:

* DOR/CDE/DDS Blue Print Committee
* CaPROMISE Interagency Council Meeting DOR State Office
* CECY (California Employment Consortium for Youth UCLA
* Association of Regional Center Agencies (ARCA)
* Collaborative Student Services DOR Advisory
* CA COP Leadership Communities of Practices for Secondary Transition
* State Rehabilitation Council
* Advisory Commission on Special Education (ACSE)
* CA Special Populations Advisory

## **Functional**

**Core Partners.** Communication between core partners can take place through the participation of various intra-agency meetings such as:

1. The Transition Task Force meetings hosted by various school districts and meets monthly.
2. The Work Services meetings hosted by DOR and regional centers and meets quarterly.
3. The Vendor Advisory Day Program subcommittee hosted by regional center day services and meets monthly.
4. Community Advisory Committee meetings hosted by Special Education Local Plan Area (SELPA) and meets a minimum of five times per year.

Intra-agency meetings outside of the scheduled monthly or quarterly meetings can also be initiated between core partners.

**LPA Partners and Individuals.** Communication between LPA partners and the individuals they serve can take place through:

1. The Individual Program Plan meetings (IPP) – initiated by the individual serviced, parent/guardian, regional center Service Coordinator, provider, and/or anyone identified as an IPP team member.
2. Individual Education Plan meetings (IEP)/Individual Transition Plan (ITP) – initiated by the individual, parent/guardian, or school district.
3. Individual Plan for Employment (IPE) – initiated by the individual, parent/guardian, and DOR counselor.

Invitations to participate in the planning team meetings can be extended to each core partner and LPA partner as deemed appropriate by the individuals/families involved.

## **Systems Measures**

SGVLPA will continue to collect, monitor, and report data as outlined in the California CIE Blueprint. Data can be collected from the following data bases:

1. **Department of Developmental Services (DDS**) – Employment data for all regional centers are available for public view on the website. Data source is from the California Employment Development Department (EDD).
* <https://www.dds.ca.gov/RCOversight/Employment_CA.cfm>
1. **California State Council on Developmental Disabilities (SCDD**) – Is established by state and federal law as an independent state agency to ensure that people for developmental disabilities and their families receive the services and supports they need. SCDD has an Employment Data Dashboard that presents up-to-date data on how well California is doing in implementing policy and supporting people to have regular jobs at regular pay.
* <https://scdd.ca.gov/employment_data_dashboard/>
1. **Regional Center** – Employment data is collected, monitored, and reported by the Employment Specialist.
	* CIE Data Collection – Competitive Integrated Employment data is based on the number of successful job placement and retention of individuals placed in competitive integrated employment in which employment services providers have submitted claims for incentive pay.
	* PIP Data Collection – Paid Internship data is collected and reported to DDS semi-annually that includes information on the number of internships, the average hours worked, the number of successful job placement after participation in the PIP, the demographics of participants.
	* DOR Transition Data Collection – The number of cases transitioned from Dept. of Rehabilitation to regional center for long term funding of job supports.
	* Performance Contract Measures – Data tracked and reported semiannually to DDS of average hourly wage, average hours worked, data for Paid Internship and CIE Incentive Program.
	* <http://www.sgprc.org/resources/employment>
	* <http://www.elarc.org/resources-publications/employment>
2. **California Department of Education** – Data is compiled and tracked using three main data systems. Data is reported to CDE.
* **CASEMIS** – California Special Education Management Information System is a data reporting and retrieval system for special education, developed by the CDE, SED. The system is designed to assist Local Educational Agencies (LEAs, SELPAs, COEs, and school districts) and SOPs to submit student level data to the CDER.
* **CALPADS** – The California Longitudinal Pupil Achievement Data System is the foundation of California’s K-12 education data system that allows for tracking a student’s academic performance over time.
* **California Accountability Model & School Dashboard** – California’s accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on a concise set of measures.
1. **Department of Rehabilitation –** Vocational Rehabilitation programs will begin collecting Common Performance Measure data and other 911 client data. Quarterly reports will be submitted Statewide and Local Performance Report annually with their WIOA Core Partners.
* California State Rehabilitation Council 2017 Annual Report - [http://www.rehab.cahwnet.gov/SRC/src-docs/SRC-Annual-Reports/2017-California-SRC-Annual-Report-Final.docx](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.rehab.cahwnet.gov%2FSRC%2Fsrc-docs%2FSRC-Annual-Reports%2F2017-California-SRC-Annual-Report-Final.docx&data=02%7C01%7CLaura.Garcia-Nguyen%40dor.ca.gov%7C7101165fa4f84f68ac9708d633ae2ccc%7C19ed70549d9743c792b16781b6b95b68%7C0%7C0%7C636753221547352707&sdata=JncvKiYTXCqR1ug3qab5W%2FtNkAxJlhytWTkvovX8h4k%3D&reserved=0)
* RSA WIOA Performance Measures - This vision of WIOA includes six common performance measures that apply to the WIOA core programs. The six common performance measures can be found at the following website: <http://www.wintac.org/topic-areas/transition-to-the-common-performance-accountability-system>.

**Contact Information**

SGVLPA have representative members from Department of Rehabilitation, San/Gabriel Pomona Regional Center, Eastern Los Angeles Regional Center, and the Local Educational Agencies. For additional information, please refer to the SGVLPA Member List (attachment D).

# **ATTACHMENTS**

## The SGV LPA CIE Networking Chart



## Parent Brief, Person-Centered Planning: A Tool for Transition

## San Gabriel/Pomona Regional Center Employment First Policy



## SGV LPA Member List

## SGV LPA Glossary of Terms, Phrases & Acronyms



## California Paid Internship/Work Experience/Employment Opportunities for Individuals with Disabilities Guide



# **Signature Page**

The following signatures represent the participation of the DOR district, Regional Center, and Local Educational Agencies in the development of the San Gabriel Valley Local Partnership Agreement.

| **Regional Center** |  |
| --- | --- |
| R. Keith PenmanChief Executive of San Gabriel/Pomona Regional Center | Date |
| Gloria WongChief Executive of Eastern Los AngelesRegional Center | Date |

| **Department of Rehabilitation** |  |
| --- | --- |
| Trung LeDistrict Administrator of Orange/San Gabriel | Date |

| **Local Educational Agencies** |  |
| --- | --- |
| Katherine MahoneyDirector of Special EducationArcadia Unified School District | Date |
| Erin KremerDirector of Special EducationAzusa Unified School District | Date |
| Christine SimmonsDirector of Special EducationBaldwin Park Unified School District | Date |
| Rakhee ComarDirector of Special Education and Student ServicesBassett Unified School District | Date |
| Marcie PeoplesCoordinator of Specialized ServicesBonita Unified School District | Date |
| Debra BlackAssistant Superintendent of Educational ServicesCharter Oak Unified School District | Date |
| Amber VerdiDirector of Special EducationClaremont Unified School District | Date |
| Lisbeth PinaDirector of Special EducationCovina-Valley Unified School District | Date |
| Leonard MartinezDirector of Special EducationEl Monte Union High School District | Date |
| Ann KeyesDirector of Special EducationGlendora Unified School District | Date |
| Deidre HurstDirector of Special EducationHacienda La Puente Unified School District | Date |
| Jennifer JohnsonDirector of Special EducationMonrovia Unified School District | Date |
| Patricia AdamsProgram Administrator, Special EducationPomona Unified School District | Date |
| Scott JensenDirector of Special EducationRowland Unified School District | Date |
| Brian MurrayDirector of Special EducationSan Gabriel Unified School District | Date |
| Judi KoorndykDirector of Special EducationWalnut Valley Unified School District | Date |
| Diana Marie CasatoExecutive Director of Special EducationWest Covina Unified School District | Date |
| Jacquelyne LeighDirector of Special EducationWhittier Union High School District | Date |
| Dr. Sherryl CarterSuperintendent East San Gabriel Valley ROP | Date |