# **Intent/Purpose**

The purpose of this Local Partnership Agreement (LPA) 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 West End of the Inland Empire to coordinate systems to support a seamless delivery of services. The West End Local Partnership Agreement Collaborative (WELPAC) will enhance collaborative partnerships in the West End 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**

The Core Partners composing the WELPAC include Students, the Local Education Agencies (LEA), Department of Rehabilitation (DOR), the Inland Regional Center (IRC), and the Workforce Development Board.

**Department of Rehabilitation (DOR) Ontario Office Core Partners**

* Robert Loeun, District Administrator, District Office
* Alfonso Jimenez, Team Manager, District Office
* Pauline Pina Team Manager, Ontario Office

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 Ave., Ste 100, Riverside, CA 92507; (951) 782-6650
* **Ontario Office:** 3595 Inland Empire Blvd # 4100, Ontario, CA 91764; (909) 948-6050

**Local Education Agencies (LEA) - CaPROMISE Core Partners:**

* **West End Special Education Local Plan Area (SELPA):**

Susan Bobbitt-Voth – SELPA Administrator

Jennifer Braddick – Vocational Services Coordinator

* **Chaffey Joint Union High School District:**

Kelly Whelan – Director of Special Education

* + Alta Loma High School
	+ Adult Transition Academy
	+ Chaffey Adult School
	+ Chaffey High School
	+ Colony High School
	+ Community Day School
	+ Etiwanda High School
	+ Los Osos High School
	+ Montclair High School
	+ Ontario High School
	+ Rancho Cucamonga High School
	+ Valley View High School
* **Chino Valley Unified School District:**

Anne Ingulsrud – Director of Special Education

* + Ayala High School
	+ Buena Vista Continuation High School
	+ Chino High School
	+ Chino Hills High School
	+ Don Antonio Lugo High School
* **Upland Unified School District:**

Anthony Farenga – Director of Special Education

* + Hillside High School
	+ Upland Adult School
	+ Upland High School

 **LEA Contact Info:**

* **West End SELPA:** 8265 Aspen Ave. Suite 200, Rancho Cucamonga CA 91730; (909) 476-6188
* **Chaffey Joint Union High School District:** 211 West Fifth Street, Ontario CA 91762; (909) 988-8511
* **Chino Valley Unified School District:** 5130 Riverside Drive, Chino CA 91710; (909) 628-1201
* **Upland Unified School District:** 390 North Euclid Ave., Upland CA 91786; (909) 985-1864

**Inland Regional Center (IRC) Core Partners:**

* Vince Toms, Community Services Director
* Felipe Garcia, Children’s and Transition Director
* Anthony Duenez Program Manager
* Andrew Burdick, Employment Specialist
* Beth Crane, Employment Specialist

**IRC Contact Info:**

* **Inland Regional Center:** 1365 S. Waterman Ave, San Bernardino, CA 92408; (909) 890-3000

**San Bernardino and Riverside Counties Workforce Development Board Partners:**

* Grace Cleveland, Manager

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Rancho Cucamonga, CA 91730

(909) 941.6551 – Voice

(909) 466.4838

* Curtis Compton – Business Services Supervisor

(900) 948-6601

* Darren Cook – Business Services Supervisor

(900) 948-6625

* Riccardo Canova – Business Services Representative

Bloomington, Fontana, Colton, Rialto, San Bernardino

(909) 382-0473

* Altricia Henry - Business Services Representative

Rancho Cucamonga, Upland

(909) 948-6620

* Ryan Niesen - Business Services Representative

Rancho Cucamonga, Upland

(909) 948-6622

**Identification of Community Partners**

* **Anthesis**

Mitch Gariador, Executive Director

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(909) 624-3555 x 241

* **Baldy View ROP**

Dora Edney – Director of Development and Public Relations

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2890 Inland Empire Blvd., Suite 100, Ontario CA 91764

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* **Chaffey College**

Vanessa Thomas - Small business

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5885 Haven Ave, Rancho Cucamonga, CA 91737

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* **Inland Empire Health Plan (IEHP)**

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* **OPARC**

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* **State Council on Developmental Disabilities**

Tamica Foots-Rachal, SSMII

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Shannon K. Meehan - Community Program Specialist II shannon.meehan@scdd.ca.gov

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sanbernardino@scdd.ca.gov

* **CSUSB- UCDD, University Center for Developmental Disabilities TAY Program**

Donita Remington

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 5500 University Parkway, San Bernardino CA 92407-2318

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* **VIP Solutions, Inc. – Rancho Cucamonga**

 Mariann Guerrero, Director of Program Services

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 9210 Rochester Court, Rancho Cucamonga, CA 91730

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**Potential Community Partners**

* **Autism Society**

Beth Burt

ieautism@att.net

Inland Empire

(951) 220-6922

* **City of Ontario**
* **Department of Behavioral Health**

Alfredo Jauregui - Program Specialist I, Housing and Employment Program

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* **Industrial Support Systems – Fontana**

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Fax: (909) 428-3835

* **Molina Health Care**

Disability Community Representative

San Bernardino, CA 91730

* **Rolling Start**

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* **San Bernardino Valley College**

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1. **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. This 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 individual’s life including family, friends, school, and support agencies. This process will play a critical role in addressing the individualized vocational needs possessed by those within the ID/DD population. Partners will collaborate and share information by attending meetings, sharing 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. Assess progress toward CIE readiness per district grading period. 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 to appropriate agencies and or employers as needed.

**\*\* Provide training and updates for teachers, parents, students, and partners as appropriate.**

* + **ROP**

Provide CTE class offerings to youth with disabilities. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CTE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Participate in school district administrative meetings to collaborate about effective CTE class offerings for high school students.

* + **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 generic services as appropriate to address vocational barriers while in school.

**18-21:** Attend exit IEP to determine appropriate transition services. Refer students who have a desire to work to DOR and or to community rehabilitation programs for additional training as appropriate.

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

* + **DOR**

**16-17:** Develop an Individual Plan for Employment (IPE) for students in programs linked to DOR services (Potentially Eligible (PE), CaPROMISE, TPP, CCi), and provide work experience to the potentially eligible students based on the information gathered during the Person-Centered Planning (PCP) process and collaboration with the LEA.

**18-21:** Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Attend exit IEP as appropriate. Placement in a business with needed supports for CIE ready students and refer to community rehabilitation programs for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

**\*\* 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 core partners and community rehabilitation programs. Explore training options to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting 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.

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

**\*\*Provide updates on new programs and business partners.**

* + **Community Vocational Rehabilitation Programs**

**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
		- Transportation
		- Assistive Technology

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

* + **Community Colleges**

Offer support and accommodations through the Disability Programs and Services (DPS) office. Offer enrichment and Career Education (CE) classes. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Provide support to DOR clients as the employer of record for work experience.

* + **Community Resources**

**Managed Medical Care**

Provide supplemental health insurance and agency linkages to community resources related to healthy living. Such resources include linkages to medical services, transportation, food, housing, etc. Provide in home assessments to identify vocational barriers. Provide agency linkages as appropriate.

**Legislative Support**

Propose measures and legislation that support youth with ID/DD in the workforce. Propose incentives to businesses that employee youth with ID/DD. Educate colleagues on the employment support programs available through LEA, IRC, DOR, and WDD, i.e. Paid Internship Programs (PIP) and Customized Employment.

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

Provide assessment information and records gathered to IRC/ DOR regarding the student’s readiness for CIE. Provide follow-up support to students 2 years past exiting or aging out of high school. Provide agency linkages to support agencies.

* + **ROP**

Provide CTE class offerings to youth with disabilities. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CTE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Participate in school district administrative meetings to collaborate about effective CTE class offerings for high school students.

* + **IRC**

Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process. Refer students who have a desire to work to DOR and or to community rehabilitation programs 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.

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

* + **DOR**

Develop an Individual 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 a business with needed supports for CIE ready students and refer to community rehabilitation programs for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

**22-24:** Subminimum wage restriction. Requires Career Counseling information and Referral (CCI&R).

**\*\*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 community rehabilitation programs, i.e. job coaching, targeted instruction, conducting 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.

**\*\*Provide updates on new programs and business partners.**

* + **Community Rehabilitation Programs**

Provide employment training and support to individuals in need of additional skills to be ready for CIE. Maintain ongoing collaboration with IRC, DOR, and other employment support agencies 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
		- Transportation
		- Assistive Technology
	+ **Community Colleges**

Offer support and accommodations through the Disability Programs and Services (DPS) office. Offer enrichment and Career Education (CE) classes. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Provide support to DOR clients as the employer of record for work experience.

* **Community Resources**

**Managed Medical Care**

Provide supplemental health insurance and agency linkages to community resources related to healthy living. Such resources include linkages to medical services, transportation, food, housing, etc. Provide in home assessments to identify vocational barriers. Provide agency linkages as appropriate.

**Legislative Support**

Propose measures and legislation that support youth with ID/DD in the workforce. Propose incentives to businesses that employee youth with ID/DD. Educate colleagues on the employment support programs available through LEA, IRC, DOR, and WDD, i.e. Paid Internship Programs (PIP) and Customized Employment.

# **Referral and Intake**

A goal of the West End Local Partnership Agreement Collaborative (WELPAC) is to streamline the referral process collectively established between the LEAs, IRC, DOR, and other community partner agencies that provide services to individuals with ID/DD.

Best practice is for the LEA to refer all Regional Center clients to IRC for services 6-9 months prior to the student exiting high school. IRC will attend any IEPs including the exit IEP if available. IRC will refer all students who want to work to DOR for vocational rehabilitation services. The LEA will refer students who want to work and are not Regional Center clients to DOR 6 months prior to the student exiting high school. DOR will attend any IEPs including the exit IEP if available. Referrals will include agreed upon assessment data.

Local Education Agencies (LEA) - The West End 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 (IRC) to an IEP meeting 6-9 months prior to exiting high school. IRC will attend any IEPs including the exit IEP if available. IRC will refer all students who want to work to the Department of Rehabilitation (DOR) for vocational rehabilitation services.

The LEA will refer students who want to work and are not Regional Center clients to the Department of Rehabilitation (DOR) 6 months prior to the student exiting high school. DOR will attend any IEPs including the exit IEP if available. Referrals will include agreed upon assessment data.

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 and or the DOR representative by the end of the IEP meeting:

* + LEA Referral Form to Inland Regional or the Department of Rehabilitation, including a consent to release information.
	+ IEP – including the Individualized Transition Plan (ITP)
	+ Psycho-educational report
	+ Summary of Performance (SOP)
	+ Transition/ Vocational Assessments
	+ Portfolio
	+ Other supporting documents

**IRC Clients Seeking** **Competitive Integrated Employment**

LEA 🡪 IRC 🡪 DOR (Youth is CIE ready) 🡪 Individual or Supported Employment 🡪

LEA 🡪 IRC 🡪 DOR (Youth is not CIE ready) 🡪 DOR CCI&R Training 🡪 IRC 🡪 Referral to Adult Development Center (ADC), Customized Employment (CE), Arts Program, Behavior Modification Program (BMOD), Work Activity Program (WAP), Paid Internship Program (PIP), or Community Integration Program

**IRC Clients Not Seeking Competitive Integrated Employment**

LEA 🡪 IRC 🡪 Adult Day Program/ Tailored Day Services

The forms to be utilized for these purposes are referenced below.

**Exhibit A - LEA Referral Form to Inland Regional Center (IRC)**

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**Exhibit B - IRC Referral Form to Department of Rehabilitation (DOR)**

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Alternatively, students with disabilities may be referred to the DOR for VR services by way of placement in a Transition Partnership Program class or using the referral form referenced below.

**Youth Seeking Competitive Integrated Employment**

LEA 🡪 DOR (Youth is ready for CIE) 🡪 Supported Employment/ WDD🡪 Linkages to Employers and Certificate Training Programs

LEA 🡪 DOR (Youth is not ready for CIE) 🡪 Assessment and or Employment Training Program

**Exhibit C – LEA Referral Form to DOR**



For consumers 24 years of age and under, referrals for services will come directly from IRC Consumer Services Coordinators, (CSC) or LEA members at an IEP meeting with an IRC Consumer Services Coordinators present.

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 the consumer has completed the orientation, a DOR intake session will be scheduled with the consumer.
* Once a consumer attends their intake appointment a case will be opened with the DOR to determine their eligibility for service.
* If necessary, a referral for a Situational Vocational Assessment will be completed by DOR to Community Rehabilitation Program (CRP) to determine Competitive Integrated Employment (CIE) Readiness.
* Based on assessment results, a consumer will be referred for a Trial Work Experience (TWE), Group Placement, Individual Placement, or closed, provided Career Counseling Information and Referral (CCIR) and referred to IRC.

# **Communication**

**Informational**

The WELPAC will maintain ongoing communication amongst all core partners. Meetings will be held quarterly to collaborate on best practices related to CIE preparation, conducting assessment, documentation and referral, training opportunities, and sharing resources.

* The WELPAC will develop a parent flyer describing agency supports, the referral process, and agency contact information
* The WELPAC will develop a chart of acronyms
* The WELPAC shall use the WINTAC resource for ongoing training and support.

**Functional:**

* WELPAC will meet at mutually agreed upon intervals.
* A flow chart defining the leadership of the LPA with contact information
* The process for updating the LPA will be done based upon statute of regulatory change or as needed.

**System Measures**

* 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.
* LEA will complete data tracking of youth population with ID/DD who are nearing school exit.
* DOR will utilize the Aware database to track ID/DD outcomes
* DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
* IRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information to the WELPAC accordingly.

# **Goals**

* 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 supports available to them.
* Increase vendors by adding LEA for job coaching (aka short-term support) services.

**DOR Inland Empire District Core Partners**

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Robert Loeun, DA

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Alfonso Jimenez, TM

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pauline Pina, TM Ontario

**LEA Core Partners**

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Susan Bobbitt-Voth, W/E SELPA

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Jennifer Braddick, W/E SELPA

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Kelly Whelan, Chaffey Joint Union High School District

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Anne Ingulsrud, Chino Valley Unified School District

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Anthony Farenga, Upland Unified School District

**IRC Core Partners**

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Vince Toms, Comm. Services Director

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Felipe Garcia, Children’s, and Transition Director

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Anthony Duenez, Program Manager

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Andrew Burdick, Employment Specialist