Morongo Unified Special Education Local Plan Area (SELPA)

Local Partnership Agreement Collaborative (MULPAC)

**Competitive Integrated Employment Blueprint**

**Local Partnership Agreement (LPA) – Addendum I**

Effective Date: 2019-2020

# INTENT/PURPOSE

The purpose of this Local Partnership Agreement Addendum to the Inland Empire Local Partner Collaborative (IELPC) for Competitive Employment (CIE) 2018 is to establish a local partnership agreement specific to partners within the Morongo Unified SELPA. The Morongo Unified SELPA Local Partnership Agreement Collaborative (MULPAC) will enhance collaborative partnerships within the Morongo Unified 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 and/or developmental disabilities (ID/DD).

# IDENTIFICATION OF LOCAL CORE PARTNERS

Core partners composing of the MULPAC include, Morongo Unified School District (MUSD), the Department of Rehabilitation (DOR), and the Inland Regional Center (IRC).

1. **Department of Rehabilitation (DOR) Palm Desert Core Partners**

* Robert Loeun, Regional Director, Inland Empire District Office
* Janie Delgadillo, SSMI, Palm Desert Branch
* Craig Rubenstein, SSMI - Deaf and Hard of Hearing Unit, Inland Empire District Office
* Yukiko Long, SSMI, Blind Services Unit, San Bernardino Branch Office

The 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 91764

951-782-6650

* Palm Desert Branch

73-720 Fred Waring Dr., Ste. 102

Palm Desert, CA 92260

760-674-0262

* San Bernardino Branch Office

464 W. 4th Street, Suite 152

San Bernardino, CA 92401

909-383-4401

1. **Local Education Agency – Morongo Unified Special Education Local Plan Area (SELPA)**

* Morongo Unified Special Education Local Plan Area (SELPA)
* Heidi Burgett, SELPA Director
* Kathi Papp, SELPA Program Manager
* Local Education Agency (LEA) Members:
* Morongo Unified School District
* Lori Cosgriff, Job Developer
* Yvonne Unpingco, Job Coach
* Catherine Davidson, Job Coach

Morongo Unified SELPA

5715 Utah Trail, Twentynine Palms, CA 92277

(760) 367-9191, ext. 4230

* Transition Partnership Program (TPP)

TPP is a statewide vocational work placement program. It provides secondary and post-secondary students with disabilities the tools and support necessary to effectively transition from school to competitive employment.

* Workability (WAI)

WAI grant programs provide comprehensive training in work, employment placement and follow-up for high school students in Special Education who are making the transition from school to work, independent living, and post-secondary education/training.  These grants are funded by the California Department of Education.

TPP and Workability Contact Information:

7600 Sage Ave., Yucca Valley, CA 92284

(760) 365-3391

1. **Inland Empire Regional Center (IRC) Core Partners**
   * + Vince Toms, Director of Community Resources
     + Felipe Garcia, Director of Children & Transition Services
     + Elizabeth Tagle, Program Manager
     + Beth Crane, Employment Specialist
     + Andrew Burdick, Employment Specialist

Inland Regional Center

1365 S. Waterman Ave.

San Bernardino, Ca 92408

909-890-3000

[www.inlandrc.org](http://www.inlandrc.org/)

Inland Regional Center is a springboard to greater independence for people with developmental disabilities in the Inland Empire. Diagnoses that qualify a person for Regional Center services include; intellectual disabilities, autism, cerebral palsy, epilepsy and conditions closely related to, and requiring treatment similar to intellectual disability.

The cornerstone of our service philosophy is person centered planning. Every person is different. They have unique needs, support systems, goals, and preferences. Our service plans reflect that individuality. IRC Service Coordinators work together with our Consumers to create service plans that embody what IRC believes in wholeheartedly: Consumer independence, empowerment, and inclusion.

# ROLES AND REPONSBILITES

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 Students 16-21)**

**IN SECONDARY SCHOOL**

**Local Education Agency (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 Career Technical Education (CTE) 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.

* 1. **Inland Regional Center (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.

* 1. **Department of Rehabilitation (DOR)**

***16-17:*** Develop an Individual Plan for Employment (IPE) for students in programs linked to DOR services (Potentially Eligible (PE) and Transition Partnership Program (TPP) 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. 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.

**YOUTH WITH DISABILITIES (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 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.

**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. Requires Career Counseling information and Referral (CCI&R) from DOR.

**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).

# REFERRAL & INTAKE

**Referral and Intake**

An additional objective of the RCDC 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.

**Local Education Agencies (LEA)** - The Riverside County 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. 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

**Department of Rehabilitation (DOR) and Inland Regional Center (IRC) Referral Process** **–** A consumer 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
      * CDER
      * Annual Case Notes
      * DS1968 signed by consumer and IRC CSC
      * IEP/ITP
    - Once the referral is received by the designated DOR Liaison, the consumer will be referred to the DOR for orientation
    - A letter will be sent to the consumer with the orientation date, time and location. Orientations are held weekly at each of the local DOR offices.
    - A copy of the orientation appointment letter will be emailed to the IRC CSC.
    - Once the consumer has completed the orientation, a DOR intake session will be scheduled with the consumer.
    - A letter will be sent to the consumer with the intake appointment date, time and location and the name of assigned QRP. Standard practice: the intake meeting is scheduled within two weeks of the consumer attending orientation.
    - A copy of the intake appointment letter will be emailed to the IRC CSC.
    - Once a consumer attends their intake appointment a case will be opened with the DOR to determine their eligibility for services.
    - As appropriate, a referral for a Situational Assessment will be completed by DOR to a Community Rehabilitation Program (CRP) to determine CIE readiness and appropriate employment services.
    - If consumer is not determined to be CIE ready, DOR will close the case and IRC will provide further service options.

# COMMUNICAION

The MULPAC will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals 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.
* 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.
* 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 MULPAC, accordingly.

# GOALS

MULPAC core partners will continue to collaborate on the best practices, communication, cross – training, resource building, networking, and other efforts leading to the promotion of CIE outcomes for youth with disabilities.

1. LEA staff development training.
2. Parent and family night to learn about access to program services and resources.
3. IRC program manager will provide list of CSCs to LEA to improve communication and attendance at meetings.
4. Streamline CIE readiness by utilizing SOP LEA attachment.

# IDENTIFICATION OF COMMUNITY PARTNERS

1. **Desert Arc**

* Ruth Goodsell, Senior Director of Client Services
* Dianna Anderson, Assistant Director, Yucca Valley Operations

6540 La Contenta Rd. Suite 500, Yucca Valley, CA 92284

(760) 228-1860

Desert Arc’s Employment Programs provide training, support and employment opportunities for adults with intellectual and developmental disabilities, taking into consideration each client’s unique needs and skills. Employment programs are funded through Regional Centers and/or the Department of Rehabilitation.

1. **ACCESS for Students with Disabilities (DSPS) –**

**Copper Mountain College**

* Jennifer Anderson, ACCESS Coordinator
* Michelle Correa, ACCESS Program Assistant

ACCESS for Students with Disabilities  
Copper Mountain College  
6162 Rotary Way  
P.O. Box 1398  
Joshua Tree, CA 92252

760-366-3791, ext. 5861  
TTY 760-366-5262  
760-366-5257 fax

**ACCESS** is a federally mandated program for college students with a verified disability. ACCESS services and accommodations allow students the equitable opportunity to complete their educational goals and participate in all programs and activities at CMC.   ACCESS students receive an individualized academic accommodation plan specific to their educational limitations.

1. **Morongo Basin Transit Authority (MBTA)**

MBTA Contact Information:

62405 Verbena Rd, Joshua Tree CA 92252

(760) 366-2395

Mbtabus.com

**Morongo Basin Transit Authority** is the transit agency that serves the Morongo Basin in San Bernardino County including between Yucca Valley, Twenty Nine Palms, and the Morongo Basin. MBTA uses the web to improve its services to customers and the general public with information about routes, schedules and new programs. The website allows residents to download the disability id card form in order to receive a discount when using the MBTA system.