**Fresno Local Partnership Agreement**

# I. Intent/Purpose

The purpose of the Fresno Local Partnership Agreement (FLPA) is to foster preparation for and achievement of competitive integrated employment (CIE) for individuals with intellectual disabilities and developmental disabilities (ID/DD).

# II. Identification of Core Partners

Core partners include the Local Education Agencies (LEAs), Department of Rehabilitation (DOR) districts, and Regional Centers participating in the FLPA.

## Local Education Agency Partners:

**Clovis Unified School District**

**Fresno County Office Superintendent of Schools**

**Fresno Unified School District**

## Department of Rehabilitation Partners:

DOR-Fresno Branch Office

## Regional Center Partners:

Central Valley Regional Center (CVRC)

**Community Partners:**

DOR Vendors

Stakeholders

Collaborative Contract Partners

College 2 Career

Project Search

Youth Leadership Training Program

Transition Partnership Programs

Work Based Training Programs

# III. Identification of Community Partners

Core partners will coordinate with local community partners to support the LPA based on local needs.

Community partners may take the form of any local organization or stakeholders whose participation supports the LPA objective of increasing CIE for individuals with ID/DD.

Community partners may include, but not be limited to:

CVRC Service Providers (Lincoln Training Center, Best Buddies, SVS, ARC)

Community Colleges

Adult Schools

Employment Networks/Services

County Mental Health

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

An objective of the FLPA shall be to streamline the referral process collectively established among LEAs, DOR, Regional Center, and other community partner agencies which provide services to individuals with ID/DD. The definition of Person Centered/Driven Planning (PCP/PDP) is an ongoing process used to help individuals with disabilities plan for their future. In person driven planning, groups of interested people focus on an individual and that person’s vision of what they would like to do in the future. The “person centered” team meets to discuss opportunities, developing relationships and being more involved with the community. All agencies working with people in regard to PCP/PDP will have open communication and collaborate in order to establish the most beneficial goals for the person.

## A. Referral and Intake Process for Each Partner

**Local Education Agencies:**

A referral for special education evaluation can come from a parent, teacher, or other service provider. If an LEA suspects that the student (aged 3-18) has a disability, it is obligated to conduct an assessment in order to determine eligibility for special education services. If the student is found to be eligible under one of 13 eligibility categories, the team will develop an Individualized Education Program (IEP) in order to address goals and services that are designed to meet the student’s academic and behavioral needs.

Each participating LEA has its own referral and intake process for WorkAbility I (WAI). Students must have an IEP, and they must demonstrate positive attendance, behavior, and grades in order to be considered for participation. Depending on the LEA’s policy, participants may be “served” by WAI, which means they are provided pre-vocational skills training, or they may be “placed”, meaning they are connected to employment with a local business partner for a predetermined number of hours.

Clovis Unified and the DOR works collaboratively with students in our Transition Partnership program to provide the following services:

**Student Services Provided by Clovis TPP:**

Job Exploration

Workplace learning experiences

Self-advocacy

**Vocational Rehabilitation Services Provided by DOR:**

Job Development and Placement

Short-term supports

Clovis Unified and Central Unified have begun to work with the DOR to provide Student Services which include:

Job Exploration

Work based learning experiences

Job readiness

Self-advocacy

Post-secondary guidance counseling

LEAs will make referrals to the DOR counselor and staff for students who would benefit from their services. LEAs may also work collaboratively with CVRC to make referrals for students who would benefit from their services.

**Central Valley Regional Center:**

**Referral Process**

Referrals to CVRC may be made byparents, teachers, counselors, relatives, friends or the individual requesting services. Referrals are taken by phone, online, fax, mail, and in person. Referral forms are available online at cvrc.org. Anyone with a known or suspected developmental disability is eligible for an assessment of diagnosis and a determination of eligibility for regional center services. A referral can be made at any age; however, the onset of the disability must have been prior to the age of 18.

**Eligibility Criteria**

The assessment process an individual must go through to qualify for CVRC services is referred to as “intake.” During this process, CVRC will gather social, psychological, and medical information to determine eligibility for CVRC services. The intake process varies slightly depending on the age of the applicant.

Diagnoses that qualify a person for Regional Center services include the following developmental disabilities; Autism, Cerebral Palsy, Intellectual Disability, Epilepsy, and conditions closely related to, and requiring treatment similar to an intellectual disability.

In addition, to qualify for Regional Center services, a person’s developmental disability must

originate prior to age 18, be expected to continue indefinitely, and be a substantial disability, meaning the person experiences significant limitations in three or more of the following areas: self-care, language, learning, mobility, self-direction, capacity for independent living, or economic self-sufficiency.

**Referrals from CVRC to DOR**

Best Practice is for the CVRC Service Coordinator (SC) to submit the referral through their Employment Specialist, although an individual may self-refer. To refer an individual served by CVRC, their SC will submit the DS1968 Vocational Services referral form, Individual Program Plan (IPP), and Client Development Evaluation Report (CDER) to the Employment Specialist. The Employment Specialist reviews the forms and mails the documents to the DOR counselor assigned to CVRC, along with a cover letter explaining the preferences of the referred individual. Referrals from CVRC to DOR are handled in the same way for each age group.

Once an individual is referred, she/he may pick up an intake application at DOR or CVRC. Upon request, intake packets will be mailed to the individual’s place of residence. When the packet is completed and returned to DOR, a letter will be mailed from DOR to the individual scheduling an intake appointment, and a copy will also be sent to the SC. The SC will support and encourage the individual to fully participate with DOR.

**Department of Rehabilitation:**

Referrals for Individuals with ID/DD come to DOR in a number of ways. The preferred method is for the referral to come through the CVRC Service Coordinator and Employment Specialist as described in the section above. Referrals may also come from the school districts or individuals may self -refer. Once the DOR staff obtains referrals then the intake appointment can be scheduled. This appointment can take place at the DOR office or if needed at an offsite location as long as all parties feel safe.

## B. Coordinating Person-Centered Planning

**Local Education Agencies:**

A student’s IEP is developed annually in collaboration with the IEP team, which includes the student, parent/guardian, general education teacher, LEA administrator, special education teacher, and others who are providing services to the student. The DOR staff also makes every effort to attend IEP meetings when invited. The student is involved in their own IEP planning if able and is an integral part of their transition planning.

By the time a student on an IEP turns 16, a transition plan must be developed as part of the IEP process. The transition plan is based on formal and informal assessments, and outlines what a student plans to do once they leave high school, as well as annual goals and services that will help the student eventually achieve those plans. Input from the student, parents/guardians, as well as agencies related to the student’s post-secondary goals, is crucial to the success of the transition planning process. The LEA shall invite, with the consent of the parent or adult student, a representative of any outside agency that is likely to be responsible for providing or paying for the transition services.

The transition plan also includes a statement related to whether the student is planning to graduate with a high school diploma or a certificate of completion. If a student meets all high school graduation requirements and receives a diploma, special education services end. If, however, the student is participating in a course trajectory that leads to a certificate of completion (for example, a functional skills curriculum), that student is eligible to stay in school and receive special education services until they turn 22.

**Central Valley Regional Center:**

The goal of Central Valley Regional Center (CVRC) is to assist individuals to whom supports, and services are provided, in order to have the most meaningful and independent lives possible. In order to achieve this objective, the Individual Program Plan (IPP) is created during a meeting with the person served by CVRC and their CVRC Service Coordinator (SC). CVRC participants are encouraged to invite anyone they wish to attend the IPP meeting. Depending on the individual’s support needs and preferences, the IPP team can include parents, family members, caregivers, Child Welfare Services (CWS), community mental health, teachers, or other service providers. It is important for all members of the team to remember that the individual’s choices and goals guide the IPP meeting, which is the defining aspect of Person-Centered Planning.

IPP meetings are typically held annually in the individual’s birth month; however, an IPP meeting can be requested at any time. During the IPP meeting, the team will discuss various aspects of the person’s life, including their living situation, school or work, ability to complete self-care, behavioral health, as well as their medical conditions/needs. These discussions are the foundation of the Desired Outcomes listed in the IPP, which define the individual’s goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the person served will receive.

**Department of Rehabilitation:**

The Individualized Plan for Employment (IPE) is developed over several months of rehabilitation counseling. This document includes the employment goal, labor market information, steps to achieve the selected employment outcome, services to be provided, and client and counselor responsibilities. The IPE is to be developed 90 days from date of eligibility. It is signed by the client and counselor, if appropriate the parent or advocate is present.

* For Potentially Eligible (PE) student with a disability (SWD) referrals requesting Pre-Employment Transition Services (Pre-ETS) / DOR Student Services, appropriate referral forms will be completed and forwarded to local DOR unit designated Student Services staff. Once received, designated Student Services staff will contact student to provide the services. The definitions of a student with a disability is:

A student with a disability is defined as an individual who meets the following criteria:

Is not younger than 16 or older than 21 years (has not reached 22nd birthday).3

Is in secondary, postsecondary, or other recognized education program, including home school and alternative school programs.

Is one or more of the following:

Is eligible for, and receiving, special education or related services under the Individuals with Disabilities Education Act (IDEA).

Is an individual with a disability for purposes of Section 504 of the Rehabilitation Act.

* The Potentially Eligible (PE) student with a disability is not required to apply for VR services or have an IPE developed before receiving DOR Student Services. The DOR serves Potentially Eligible Students through the PE Case type. The purpose of offering services to PE Students is to provide early intervention to students with disability to support their participation in activities to maximize opportunities for future success.
* DOR Student Services can be utilized by assisting PE students to prepare for workplace success by exploring options, getting ready for work, and creating careers.

There are five types of DOR Student Services available to the PE Student:

1. Job Exploration
2. Work-Based Learning Experiences
3. Postsecondary Enrollment Counseling
4. Workplace Readiness Training
5. Instruction in Self Advocacy

For consumers who are receiving Vocational Rehabilitation Services an

IPE is necessary for services to be provided by DOR for a consumer.

The IPE is reviewed at least annually with the client during a Plan Review meeting. If necessary, revisions and adjustments are made at that time in order to reflect the client’s updated goals. New services may be added to the IPE.

## C. Information Sharing and Documentation Processes

**Local Education Agencies:**

Available LEA documentation related to student eligibility and planning may include:

* IEP, including Individualized Transition Plans (ITPs)
* Psycho-educational assessment report(s)
* Transition-related assessments and surveys
* Summary of Performance (completed as part of IEP during student’s final year in school)
* WorkAbility I records
* TPP Progress Reports (CUSD)
* WCW Progress Reports (FUSD)
* Transcripts
* Health records

Due to the confidential nature of these documents, a Release of Information signed by the parent or adult student is required before being shared.

**Central Valley Regional Center:**

**Consent:** LPA partners may share information to be used in obtaining the goals written in an individual’s IPP, IPE, and IEP in order to prepare for and achieve CIE. Before any information can be shared, the proper consent forms, signed by the individuals served, must be obtained. Person-centered processes would include ensuring that the individual understands what he/she is signing and why he/she is signing it. CVRC must have fully informed consent from the individual or their legal representative. CVRC utilizes the DDS DS1968 Vocational Services Referral Form and the CVRC Authorization to Use and/or Disclose Information Form.

**Assessment:** CVRC will share assessment documentation including the IPP, CDER, and CVRC’s psychological evaluations. CVRC does not share third party medical records and ask that LPA partners request that information directly from medical providers.

**PIP and CIE data:** CVRC’s Employment Specialist will track data to assess the outcomes of the Paid Internship Program (PIP) and the Competitive Integrated Employment Incentive Program utilizing the spreadsheets and information provided by the Department of Developmental Services (DDS). CVRC will share this information to assist in assessment, planning and developing policies and procedures.

**DOR:** CVRC **may** refer all youth seeking employment under the age of 25 to DOR. For youth under the age of 25 who want to work in Supported Employment or Work Activity Program (WAP) at sub-minimum wage, DOR provides CVRC with required forms reflecting Career Counseling Information and Referral (CCIR) training, Pre-Employment Transition Services, and case closure as “Other than Rehabilitated”. Adults, 25 and older who prefer to work in Supported Employment or a WAP need not be referred to DOR. The emphasis is for DOR to give the potential consumer all information regarding supported employment. Our focus is to assist consumers to participate in a CIE plan so that they can have substantial employment and independence.

CVRC requests that copies of transition letters and closure letters be sent to the CVRC Employment Specialist to ensure continuity of services.

**Employment Documents and Portfolio:** With proper consent, CVRC will share documents related to employment such as resumes, cover letters, transcripts, diplomas, letters of recommendation and other items that would be part of an employment portfolio. CVRC would like to obtain these documents from the LPA partners as necessary in order to assist an individual in obtaining CIE.

**Department of Rehabilitation:**

The following documents are used by DOR for eligibility, planning and service provision:

* Medical and psychological records
* DR 203, Student Services Request
* DR 205, Student Services Agreement
* DR 205A, Student Services Options
* DR 212, Notice of Eligibility and Priority of Services
* DR 215, Individual Plan for Employment
* DR 216, Plan Review
* DR 260, Consent to Release and Obtain Information
* DR 397A, Career Counseling Information and Referral Form A: Verification
* DR 397D, Pre-Employment Transition Services: Documentation of Completion for Youth Known to be Seeking Subminimum Wage Employment
* Progress Reports from Schools, Job Development Vendors, etc.
* DR 229 Closure Report

DOR is able to release these documents once a signed “Consent to Release and Obtain Information” form is on record.

## D. Resources

The following resources are available within the FLPA catchment area to improve competitive integrated employment opportunities and outcomes:

**Central Valley Regional Center**

**Paid Internship Program:** CVRC can fund internships through its service providers or a financial management service that will reimburse employers for 100% of wages and payroll costs when providing an internship. The purpose of the internships is to acquire experience and skills that will result in competitive integrated employment. CVRC can improve efficiency by working with school districts through ATP and WorkAbility I programs to provide these internships. WorkAbility I staff would develop the internship and provide job preparation and job coaching. DOR would fund the job coaching and CVRC would fund the reimbursement for wages.

**CIE Incentive Program:** Service Providers are paid incentive payments for placing individuals in CIE after 30 days, 6 months and one year of employment. These payments are in addition to DOR’s fee for service.

**Work Incentive Planning Program**: CVRC will continue to refer individuals who are concerned about how working may affect their SSI benefits to DOR’sWork Incentive Planning Program.

**Resources from Core and Community Partners:**

A variety of resources are available from core and community partners, including but not limited to the following:

**Work Readiness Independent Living Program:** WRIL is part of Resources for Independence, Central Valley (RICV) and provides work readiness training for CVRC consumers. Participants of CVRC who are also consumers of DOR, could utilize RICV’s Creative Careers for job placement.

**Post-Secondary Opportunities:** College to Career, TILE program, and Wayfinders are post-secondary programs at Fresno City College and California State University Fresno with employment goals as part of their curriculum. These programs require participants to be consumers of both CVRC and DOR.

**Existing local agreements:**

DOR and America’s Job Center of California (AJCC) engage in an MOU for the purposes of collaboration of services.

**Education Programs:**

* Clovis Community College
  + DSPS
* Fresno City Community College
  + College to Careers
  + DSPS
* Reedley Community College
  + WAIII
  + DSPS
* Fresno State
  + Wayfinders
  + WAIV
  + SSD
* Clovis, Central and Fresno Adult Schools
* Fresno Pacific University
  + DSPS
* LEA Programs
  + WorkAbility I
  + Career Pathways
  + Career/Technical Education (CTE)
  + Adult Transition Programs
  + Community Based Instruction Programs

**Department of Rehabilitation**

**Transitional Partnership Program:** A contract with Clovis Unified to provide vocational rehabilitation services to students with disabilities to facilitate the transition from high school to employment.

**We Can Work:** A contract with FUSD to provide paid Work Experience for students with disabilities. The Federal Workforce Innovation and Opportunities Act (WIOA) requires that the Department of Rehabilitation provide "Pre-employment Transition Services (Pre-ETS)" to high school students with all types of disabilities age 16-21. Pre-ETS are an outcome oriented and coordinated set of activities that promotes movement from school to post school activities. Pre-ETS include the following core services:

Job exploration counseling

Work based learning experiences

Counseling on post-secondary opportunities

Workplace readiness training

Instruction in self-advocacy

This contract will focus specifically on the provision of “work-based learning experiences” via work experience services:

We Can Work contract is designed to jointly serve clients receiving services from Fresno Unified School District and the Department of Rehabilitation administered through the San Joaquin Valley District.

WorkAbility staff will meet with students to determine eligibility and assist with the referral process. If students are interested and eligible, their names will be given to the FUSD District Coordinator who will assist in the application process directly with the DOR SVRC.

**College to Career:** An educationally based learning program to assist ID/DD to achieve competitive Integrated employment or continuation in further post-secondary training.

**Project Search:** Experiential work program through a collaboration with Fresno Community Hospital and DOR to assist ID/DD consumers to participate in various work/training experiences at Fresno Community Hospital. If employees demonstrate appropriate skill development, then they may be hired at the hospital for competitive integrated employment. The focus of this program is to provide a resource/avenue for achievement of CIE.

# V. Communication

**Central Valley Regional Center**

Once an individual is determined to be eligible for CVRC services, they will be assigned a Service Coordinator. The Service Coordinator is the main source of contact for the individual when contacting CVRC. If the Service Coordinator is out, then the individual may contact the counselor of the day by calling the front desk and asking for them. CVRC’s Employment Specialist is the person responsible for orienting individuals to pathways available through collaboration with the LPAs.

**Local Education Agencies**

When a student is eligible for an IEP, information is shared in-person at a minimum once per year. Each student has a case manager who serves as the main point of contact for the parent, student, and other stakeholders. In addition, each LEA who maintains a WorkAbility I program has personnel that communicates with students and families regarding services and placements.

**Department of Rehabilitation**

Each DOR student with a disability/potentially eligible consumer will have a Rehabilitation Counselor and Service Coordinator assigned to them.

Each DOR consumer who is receiving Vocational Rehabilitation (VR) services has a Rehabilitation Counselor and Service Coordinator assigned to them. The consumer may contact the Counselor or SC by phone or email. If neither is available, the consumer may call the main number and ask for the Counselor of the Day. Typically, the consumer will be working with a CRP in the community in order to obtain job coaching services and job readiness skills.

**Planning Meeting**

The LPA will hold an annual community partnership meeting. The core partners will also meet annually to review and update LPA. The core partners will share contact information and be accessible to each other between LPA meetings.

**System Measures**

The core partners will collect data pursuant to their respective programs. This will be an ongoing area of focus using data comparison to improve CIE outcomes.

***Contact Information***

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