

The California Competitive Integrated Employment Blueprint

The Southeast Los Angeles County

Local Partnership Agreement

April 2020

*Real Work for Real Pay in the Real World*

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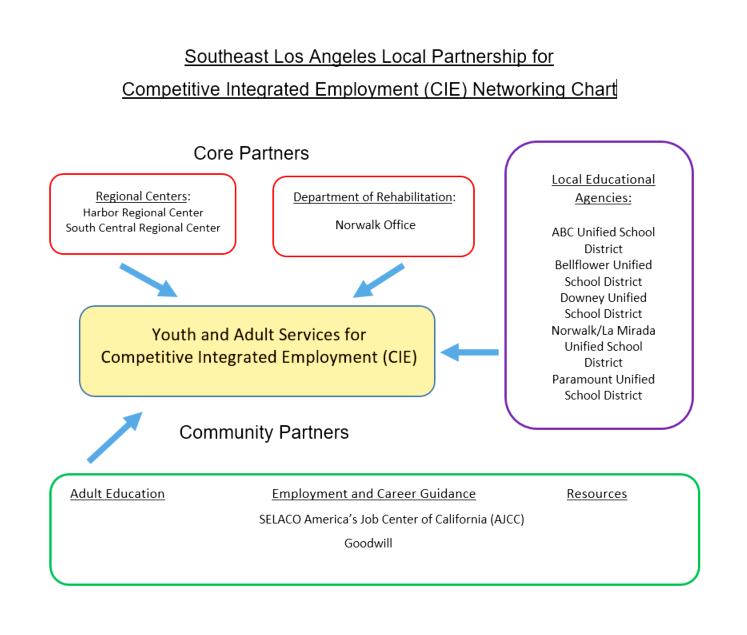
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# **INTENT/PURPOSE**

The intent of the Southeast Los Angeles Local County Local Partnership Agreement (SELAC-LPA) is to establish a collaborative partnership between the local Department of Rehabilitation (DOR), the local Regional Centers (RCs), and the Local Educational Agencies (LEAs). The SELAC-LPA’s purpose is to promote, prepare, and enhance pathways towards Competitive Integrated Employment (CIE) services and outcomes for school age youths and young adults (16 – 22) with intellectual disabilities/developmental disabilities (ID/DD). Individuals who are in secondary education are eligible for services through DOR, RCs, and LEAs. Through person-centered planning and streamlining the provision of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population. 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.

# **SOUTHEAST LOS ANGELES PARTNERSHIPS**



## **Core Partners** *(see SELAC-LPA Directory for Contact Details)*

1. Department of Rehabilitation
2. Regional Centers (Harbor Regional Center and South Central Los Angeles Regional Center)
3. Local Educational Agencies

* ABC Unified School District
* Bellflower Unified School District
* Downey Unified School District
* Norwalk/La Mirada Unified School District
* Paramount Unified School District

## **Community Partners**

The SELAC-LPA 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: SELACO America’s Job Center of California (AJCC).

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

The Person-Centered Process is an ongoing process used to help individuals with disabilities plan for their future. The participant and a team of support people (including family, friends, and other support), focus on the participant’s vision for their future based on his/her goals. The team meets to identify opportunities for the individual to develop personal relationships, participate in their community, secure and retain CIE, and develop skills and abilities to achieve their goals. The team identifies strategies and commits to actions working towards the identified participant’s goals.

It is understood by all Core Partners that this document is not to be construed as a binding offer of Free Appropriate Public Education (FAPE) or provision of Core Partner Agency services. Changes and other modifications may be made to this LPA, as necessary and agreed upon by the Core Partners.

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

The 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 helps students prepare for work by exploring options, getting ready for work, and creating careers. DOR Student Services consist of job exploration counseling, work-based learning opportunities, counseling on post-secondary opportunities, workplace readiness training, and instruction in self-advocacy. These services are available to students enrolled in an education program who have an Individualized Education Program (IEP), 504 plan, and/or a disability. Students receiving these services are identified as Potentially Eligible (PE) consumers.

**Intake and Eligibility.** To be eligible for Vocational Rehabilitation (VR) services; an individual must have a physical, mental, or emotional impairment that substantially impedes his/her ability to secure employment and requires DOR services to prepare for, secure, retain, or regain employment, and able to benefit from DOR services. Potentially Eligible (PE) indicates students with disabilities who satisfy the definition of a student with a disability in 34CFR361.5(c)(51), regardless of whether they have applied, and been determined eligible, for the VR program.

DOR services can be requested in one of the following ways:

* Referral. DOR services can be requested or applied for by submitting:
  + For Potentially Eligible (PE) Consumers – submit a DOR Student Services Request (DR 203).
  + For Vocational Rehabilitation (VR) Consumers – submit a VR Services Application (DR 222).
  + For the VR intake, an initial interview will be conducted within 2 weeks of the application date.
  + Eligibility is determined within 60 days of the application date for VR services.

**Coordinated Person-Centered Planning.**

* DOR STUDENT SERVICES AGREEMENT: The DOR Student Services Agreement form assists a PE consumer with choosing expected DOR Student Services and activities that help students prepare for workplace success by exploring options, getting ready for work, and creating careers.
* INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE) The IPE is a written plan that is designed to achieve a specific employment outcome in an integrated setting that is selected by the VR consumer and is consistent with the consumer’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

**Regional Centers (RCs)**

The Regional Centers (HRC/SCLARC), through strong focus and collaboration with the educational agencies and in furtherance of the provisions of California’s Lanterman Developmental Services Act and RC’s Employment First Policy, will utilize the Individual Person-centered Planning (IPP) process to identify each individual’s specific interests, goals/outcomes, and plans for the future as related to transitioning from school to adult services including CIE.

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. Regional Centers recognize that individuals may need training and/or other supports to achieve integrated competitive employment.

**Eligibility and Intake.** Individuals must be active clients of the RC and students of an LEA which is a participant in this agreement. Individuals not yet connected with the RC or who are not currently active clients with an RC can be referred to an RC to establish eligibility or to reactivate their RC services. Goals for employment must be based on strengths and aspirations of the individuals.

Regional Center eligibility diagnoses include the following: Intellectual Disability, Cerebral Palsy, Epilepsy, Autism, and other conditions similar to an intellectual disability. Developmental disabilities originate before the age of 18, are expected to continue indefinitely, and constitute a substantial disability for the individual. Developmental disabilities shall include disabling conditions that are not solely psychiatric disorders, learning disabilities, or physical in nature. An individual can refer themselves and we also accept referral from other entities such as families, the Department of Children and Family Services (DCFS), medical or school professions, or Probation. The legal guardian or individual, if 18 or over and not conserved, must agree with the referral and want RC services.

* Initial referral for assessment to determine eligibility may take up to 120 calendar days.
* Once eligibility is established, RC has up to 60 calendar days to assign a Service Coordinator (SC), make contact, conduct an Individual Person-Centered Plan (IPP) meeting, and complete the IPP report.
* Once an IPP meeting has been conducted, the SC has 21 calendar days to complete an IPP report to identify needed services (natural, generic, and funded supports).

**Coordinated Person-Centered Planning.** Coordination of Person-Centered Planning for individuals will take place through the 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 RC support. Individual Person-Centered Planning 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 year, however, can be updated as needed in between and agreed upon by the IPP team.

## 

## **Local Education Agencies (LEA’s)**

The legal definition of a “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. The 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 LPA, the local school districts serve as the LEAs. 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 eligibility 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 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 legal document that is developed for each public-school student 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 the student reaches age 16) or 18-year-old adult student - not conserved. 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 non-academic activities.
* Accommodations/modifications for state or district-wide assessments.
* The Individual Transition Plan (ITP) is developed and included as part of a student’s IEP for students 16 - 22.

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 completed and the court appoints a conservator.

**Coordinated Person-Centered Planning.** LEAs utilize person-centered planning to assist students with creating and establishing steps towards their post-secondary goals in the areas of education, employment and independent living. 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 ITP is developed and/or 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/CalAPS classes. Ongoing collaboration with local RCs and DOR takes place 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 may be 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 RCs, DOR, and LEAs are essential in the planning process for successful CIE outcomes for students in secondary education, transitioning to post-secondary education or into CIE 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 groups are: students in secondary education (ages 16 through 21) and individuals not in secondary education (ages 18 and older).

## **Department of Rehabilitation**

**Referral.** Individuals wishing to seek DOR services can do so through the intake and eligibility process. DOR will accept referrals from core partners for individuals who meet the eligibility requirements. Individuals can visit their local DOR office to apply for services.

Students in secondary education, ages 16 through 21 will be referred to:

* Local LEAs
* Regional Centers

**Information Sharing and Documentation Process.** Information pertaining to eligibility, DOR Student Service Agreement, IPE, and progress reports may be shared with a signed Consent to Release and Obtain Information form**.**

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## **Regional Centers**

**Referral.** Individuals enrolled with an RC with an IPP objective in pursuit of CIE 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.

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.

Individuals not in secondary education, ages 18 and older will be referred to:

* Regional Centers will submit a referral along with the required documents to DOR for review of eligibility of services.
* If not eligible for DOR services, RCs will review for individuals for eligibility for RC funded services.

**Information Sharing and Documentation Process.** The IPP is made available to the individual and the IPP team within 21 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 RC’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.

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## **Local Educational Agencies**

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

* Students ages 16 to 21, may be referred to DOR 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.
* When a special education qualified student graduates with a high school diploma or ages out of the public school, they are referred to an RC to explore adult services.

**Information Sharing and Documentation Process.** When collaborating agencies want to require or request copies of the student’s IEP or other relevant documentation, the Family Educational Rights and Privacy ACT (FERPA) rules must be followed. FERPA is a federal law that protects the privacy of education records.

# **PATHWAYS TO EMPLOYMENT**

## **Department of Rehabilitation**

DOR student 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.

* **Transition Partnership Program** - was designed to build partnerships between 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 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 to receive a paid training opportunity on a job. A formal training agreement is established and agreed upon between the consumer, employer, and DOR.

## **Regional Centers**

Regional Center program services available to students and adults must meet the eligibility criteria outlined in WIC 4648.55, and be in alignment with the RC’s Employment First Policy, and board approved Purchase of Services Policy. 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.

## **Local Educational Agencies**

Work experience and/or employment services vary from school district to school district and requires consultation with the school district of the student. Below is a list of resources for transitional planning through the California Department of Education (CDE). The following links are 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, community colleges and universities, that offer quality academic classes, courses, and training to prepare individuals to achieve their career goals. Many adult education programs offer a variety of diverse certificates or technical training programs at low cost. Accredited courses may allow for credits to be transferred to local colleges/universities. Certificate and technical training programs are available for careers in the medical, business, culinary industries, and other trades.

## **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 campuses that are both publicly and privately funded to provide individual support for college students with disabilities. Services may include learning to navigate campus life; education and career counseling; classroom accommodations; psychological, emotional, and social support.

## **Employment Services Partners**

Employment Services partners are providers funded by DOR or RCs to provide services to support individuals with disabilities to prepare and find CIE 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, volunteerism, internships, job preparedness, job readiness training, job coaching, and job mentoring.

## **Southeast Los Angeles County Workforce Development Board**

The Southeast Los Angeles County Workforce Development Board (SELACO) Cerritos AJCC is a federal program that provides a facility for individuals to conduct job search on their own, job search assistance offered by staff, and/or facilitates training.

The overall objective of the program is to give job seekers the essential tools to conduct their job search, and meet the changing demands of the 21st century economy, and to become more competitive.

Job seekers have convenient, no cost access to job search and placement assistance, workshops and other support services enabling job seekers to be prepared for current and future employment opportunities. The Career Centers offer job listings, career guidance, labor market information, training/education resources, and tools for job preparation.

Supportive services are available for Workforce Innovation and Opportunity Act (WIOA) enrolled customers. SELACO also provides unique Youth opportunities such as the Career Academy for Targeted Sectors, which is followed up by, work experience in in-demand sectors, short term vocational training, and individual career counseling. All direct services are monitored via CalJOBS.

After the development of an IEP or Individual Service Strategy (ISS), opportunities for co-enrollment in other grants are identified. These grants include but are not limited to; Earn & Learn and Special Projects. SELACO leverages additional funding to help support customers' success in their job search journey.

Career Development Specialists can help a job seeker review job status, prepare to move up a career path or find a new job, explore training and employment options, and develop a career plan. Workshops available at the Career Center help job seekers market skills effectively, work on job search techniques, and understand how to best compete in today’s job market.

**EMPLOYER ENGAGEMENT** SELACO is designed to assist businesses in finding skilled workers and to enhance access to other important workforce services. Business services contribute to economic growth and business expansion by ensuring the workforce system is job-driven, which supports developing skilled workers and matching them to employers. Below are several of the services offered through our employer engagement:

* Business to business service links
* Establishment of worksites
* Customized and on-the-job training that assists employers offset the training costs of new employees
* Job-matching
* Work with hi-demand/hi-growth industries
* Employee skill assessments
* Labor market information

As part of this LPA, SELACO is committed to:

* Identify businesses within the Southeast Los Angeles County region that employ individuals in jobs that would be suitable for CIE, ensuring that opportunities are identified that complement the various capabilities of individuals in the ID/DD target group.
* Develop a CIE-specific business outreach plan for the SELACO WDB service area.
* Engage SELACO’s extensive network of partners to support the initiative by identifying companies and worksites that could be developed for CIE opportunities.
* Make direct contact with business representatives on behalf of LPA customers.
* Orient employers to CIE, developing work-based learning agreements and ensuring the necessary services and supports are in place to promote successful job placement.

## **Community Resource Partners**

Community resource partners are resource centers that provide valuable information and services to individuals with disabilities, their families, and service providers. Individuals and families can have access to an array of services such as parent to parent support, outreach, advocacy, information and referral services, transition services, life skills training, etc.

## **Business Partners**

Business partners are comprised of small and large local businesses that are in support of employment opportunities to individuals with disabilities. They have incorporated practices in hiring, providing work experience and/or employment training through internships to individuals with disabilities. Our business partners recognize not only the student’s unique abilities, dedication, and talent brought to their business, but also the diversity that enhances the business environment. Many business partners have partnerships with the employment service providers. Partnerships with larger businesses may vary from location to location.

# **COMMUNICATION**

## **Informational**

**Core Partners.** The communication and collaborative process for core partners of the SELAC-LPA will continue to participate in in-person meetings, unless otherwise specified. Although the aim is for quarterly in-person meetings, the dates and times may change due to the availability of core partners.

In addition to the above mentioned in-person committee meetings, the LPA will continue to communicate via email, Google Docs, and possible future teleconferences.

Eventually, communication will be coordinated for individuals and their families and distributed via email, telephone, mailings, flyers, social media and websites. 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/>
* Periodic Progress Review of Individualized Plan for Employment (IPE)
* Case staffing as needed

1. Regional Centers

* Harbor Regional Center <http://www.harborrc.org/>
* South Central Los Angeles Regional Center <https://sclarc.org/>
* Vendor Advisory Committee meetings
* Board meetings
* Client Training Group

1. The Local Educational Agencies:

* District contact Information
* Transition/post-secondary activities
* Community Advisory Committee

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

* DOR/CDE/DDS Blue Print Committee
* 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
* Family Empowerment Network
* WA1 Collaborative Institute
* WA1 State Advisory Committee

## **Functional**

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

1. Collaborative Community Network that meets monthly.
2. The Work Services meetings hosted by DOR and RCs that meet quarterly.
3. Community Advisory Committee meetings hosted by Special Education.
4. Local Plan Area (SELPA) that meets quarterly

**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, RC SC, provider, and/or anyone identified as an IPP team member.
2. Individual Education Plan meetings (IEP/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**

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

**Department of Developmental Services (DDS)** Employment data for all RCs are available for public view on the website. Data source is from the California Employment Development Department (EDD). <https://www.dds.ca.gov/rc/dashboard/employment/>

**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 support 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/>

**Regional Centers** Employment data is collected, monitored, and reported by the Employment Specialist.

* CIE Data Collection – CIE data is based on the number of successful job placement and retention of individuals placed in CIE 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 RC for long term funding of job support.
* Performance Contract Measures – Data monitored and reported semiannually to DDS of average hourly wage, average hours worked, data for Paid Internship and CIE Incentive Program.
* <http://www.harborrc.org/>
* <https://sclarc.org/>

**California Department of Education** – Data is compiled and monitored using two main data systems. Data is reported to CDE.

* **CALPADS** – The California Longitudinal Pupil Achievement Data System is the foundation of California’s K-12 education data system that allows for capturing 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.

**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**

SELAC-LPA has representative members from DOR, Harbor RC, South Central Los Angeles RC, and the LEAs. For additional information, please refer to the SELAC-LPA resource directory.

1. **Signature Page**

The following signatures represent the participation of the DOR district, Regional Center, and Local Educational Agencies in the development of the Southeast Los Angeles Local Partnership Agreement.

**Regional Center**

Antoinette Perez

Director of Children’s Services

Harbor Regional Center

Jonathan Trimble

South Los Angeles Regional Center

**Department of Rehabilitation**

Peter J. Blanco

District Administrator

Department of Rehabilitation

Greater Los Angeles District

Maria Turrubiartes

Regional Director

Department of Rehabilitation

Greater Los Angeles District

**Local Educational Agencies**

Irene Ramirez

Special Education Coordinator

Bellflower Unified School District

Sasha Leonardo

Coordinator of CTE & School/Community Partnerships

ABC Unified School District

Linda Osborn

Career Education Specialist/WA 1 Region Manager

Downey Unified School District

Linda Mendoza

Career Vocational Educator

Downey Unified School District

Maria Pena

Job Developer

Downey Unified School District

Jana Porcelli

Special Education Transition Coordinator

Norwalk/La Mirada Unified School District

Laurie Watkins

Program Specialist/WorkAbility Coordinator

Paramount Unified School District

Joanne Gardner

Job Developer

Paramount Unified School District

**SELACO**

Anna Leon

Director of Career Services

Southeast Los Angeles Workforce Development Board

# **RESOURCES**

## SELAC-LPA Directory

## SELAC-LPA Glossary of Terms, Phrases & Acronyms

**SELAC-LPA DIRECTORY**

1. ABC Adult School, 12254 Cuesta Dr., Cerritos, CA 90703, 562.229.7960, <https://www.abcadultschool.edu/>
2. ABC Unified School District, 16700 Norwalk Blvd., Cerritos, CA 90703, 562.926.5566, <https://www.abcusd.us/>
3. Bellflower Unified School District, 16703 S. Clark Ave., Bellflower, CA 90706, 562.866.9011, https://[busd.k12.ca.us/](https://ausd-ca.schoolloop.com/)
4. California State University Long Beach, 1250 Bellflower, Long Beach, CA 90840, 562.985.4111, <http://www.csulb.edu/>
5. Cerritos College, 11110 Alondra Blvd., Norwalk, CA 90650, 562.860.2451, <https://www.cerritos.edu/>
6. Cerritos College Adult Education and Diversity Programs, 11110 Alondra Blvd., Norwalk, CA 90650, 562.467.5098, <https://www.cerritos.edu/aed/>
7. Compton College, 1111 E. Artesia Blvd., Compton, CA 90221, 310.900.1600, <http://www.compton.edu/>
8. Cypress College, 9200 Valley View St., Cypress, CA 90630, 714.484.7000
9. Department of Rehabilitation, 12501 Imperial Hwy #140, Norwalk, CA 90650, 562.864.8521, <http://www.dor.ca.gov/>
10. Downey Adult School, 12340 Woodruff Ave., Downey, CA 90241, 562.940.6200, http://www.das.edu/
11. Downey Unified School District, 11627 Brookshire Ave., Downey, CA 90241, 562.469.6500, [https://www.dusd.net/](https://www.bpusd.net/)
12. El Camino College, 16007 Crenshaw Blvd., Torrance, CA 90506, 310.532.3670, <http://www.elcamino.edu/>
13. Gallaudet University, 800 Florida Ave. NE, Washington, DC 20002, 202.651.5000, <http://www.gallaudet.edu/>
14. Harbor Regional Center, 21231 Hawthorne Blvd., Torrance, CA 90503, <http://www.harborrc.org/>, 310.540.1711
15. Long Beach City College, 4901 E. Carson St., Long Beach, CA 90808, 562.938.4111, <https://www.lbcc.edu/>
16. Norwalk-La Mirada Adult School, 15711 Pioneer Blvd., Norwalk, CA 90650, <https://www.nlmas.org/>
17. Norwalk-La Mirada Unified School District, 12820 Pioneer Blvd., Norwalk, CA 90650, 562.210.2000, [https://nlmusd.k12.ca.gov](https://nlmusd.k12.ca.gov/)
18. Paramount Unified School District, 15110 California Ave, Paramount, CA 90271, 562.602.6000, <https://www.paramount.k12.ca.us/>
19. Rio Hondo College, 3600 Workman Mill Rd., Whittier, CA 90601, 562.692.0921, <https://www.riohondo.edu/>
20. Southeast Los Angeles Workforce Development Board, 10900 E. 183rd St., Suite 350, Cerritos, CA 90703, 562.402.9336, http://www.selacowdb.com/
21. South Central Los Angeles Regional Center, 2500 S Western Ave, Los Angeles, CA 90018, 213.744.7000, [http://www.sclarc.org](http://www.sclarc.org/)

**SELAC-LPA GLOSSARY**

ADC Adult Development Center

ADHC Adult Day Health Care

AJCC America’s Job Center of California

BMP Behavior Management Program

CalAPS California Advancing Pathways for Students

CATS Career Academy for Targeted Sectors

CBAS Community-Based Adult Service

CDE California Department of Education

CIE Competitive Integrated Employment

CTE Career Technology Education

DCFS Department of Child and Family Services

DOR Department of Rehabilitation

EDD Employment Development Department

FAPE Free and Appropriate Public Education

ID/DD Intellectually Disabled/Developmentally Disabled

IDEA Individuals with Disabilities Education Act

IEP Individualized Education Program

IPE Individualized Plan for Employment (Department of Rehabilitation)

IPP Individual Program Plan

ITP Individual Transition Plan

LEA Local Education Agency

LPA Local Partnership Agreement

PIP Paid Internship Program

RC Regional Center

ROP Regional Occupational Program

SC Service Coordinator (Regional Center)

SCDD State Council on Developmental Disabilities

SE Supported Employment

SELACO South East Los Angeles County

SEP Supported Employment Programs

TDS Tailored Day Services

WDB Workforce Development Board

WIOA Workforce Innovation and Opportunity Act