



## **South County San Diego Local Partnership Agreement**

### **California Competitive Integrated Employment (CIE) Blueprint Local Partnership Agreement between Coronado Unified School District, San Diego Regional Center, Department of Rehabilitation, SDD South County Office**

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#### **I. Intent/Purpose**

The purpose of the South County San Diego Local Partnership Agreement (SCSDLPA) is to enhance and strengthen partnerships to prepare and support all individuals with intellectual disabilities and developmental disabilities (ID/DD) for competitive, integrated employment (CIE). This may also include others whose disabilities create similar barriers to employment. Coronado Unified School District, San Diego Regional Center and Department of Rehabilitation of the San Diego District, South County Office will work collaboratively to streamline service delivery and engage region's community partners to increase competitive integrated employment opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD).

#### **Pathway to Competitive Integrated Employment**

A student may apply directly to DOR for services, and once eligibility has been established, an Individualized Plan for Employment (IPE) is developed with a DOR Counselor. A student or an individual, through San Diego Regional Center's Individual Program Plan (IPP) planning process, may choose to have the support of a community rehabilitation program (CRP) as another service in their IPE. The most appropriate "pathway" for CIE will be determined based on assessment and evaluation, individual/student choice, IPP and IEP documentation, labor market and other information gathered during the discussion and exploration of vocational goal.

Each core partner will promote an individualized, person-centered approach to develop a plan for services. DOR Counselors and SDRC Service Coordinators are invited to participate in Individualized Education Program (IEP) meetings and provide the student, his/her family members, and teacher information on services in obtaining CIE in a community setting. These services may include pre-vocational development activities (DOR Student Services, WorkAbility I), post-secondary education options that lead to employment (DOR, SDRC, WA II), paid internship programs (PIP/SDRC), including direct placement services through DOR Community Resources Program vendors.

## **II. Identification of Core Partners**

- California Department of Rehabilitation
  - San Diego District – South County Office
  - Megan Contreras, M.S. - Team Manager
- San Diego Regional Center (SDRC)
  - Paul Quinones – Resource Coordinator
  - Wenddy Baca – Resource Coordinator
- Local Educational Agency
  - Coronado Unified School District
  - Kristen Ereno, M.A. –WorkAbility Coordinator
  - Arden Gillberg – WorkAbility Job Coach

## **Roles and Responsibilities of Core Partners**

Each core partner supports the application of an individualized, person-centered approach to develop a plan for services. The Department of Rehabilitation outlines its services for employment through an Individualized Plan of Employment or IPE. The San Diego Regional Center develops an Individualized Program Plan or IPP for each eligible student/individual. Coronado Unified School District, the LEA, is responsible for the Individualized Education Plan (IEP) or a Section 504 Plan (based on the identified educational needs of the student).

Through core partners collaborations, other service providers and/or may actively participate in outlining of services unique to the student/individual. One of the most significant and prevailing barriers to engaging students with ID/DD is the fear of losing public benefits (SSI) and access to medical coverage (Medi-Cal funded managed care). The role of DOR's Work

Incentives Planning Program specialists will be essential in addressing the concerns of students with ID/DD and/or their family members regarding benefits and medical care access while earning competitive wages or salaries in jobs where the individual is working more than 20 hours per week.

## **Documentation and Information Sharing**

The core partners highest priority is to protect the confidential information of referred students. Therefore, core partners and community partners shall obtain consent as appropriate:

- DOR Information Consent Form DR 260
- DDS Vocational Services Referral Form (DS-1968)
- SDRC Authorization for Use or Disclosure of Information Form
- Coronado Unified School District Consent for Release of Information

DOR – For individuals who are also clients of SDRC, a copy of their current Individualized Program Plan (IPP) and current Consumer Diagnostic Evaluation Report (CDER) will be sent to the DOR counselor by the individual's SDRC Service Coordinator. If during the intake meeting process, the individual expresses interest in and has the potential to achieve CIE, a DOR case will be opened and an IPE will be developed. A copy of the IPE will be shared with SDRC. If, after completing a Trial Work Experience (TWE), the individual is determined not to be ready for a CIE outcome, the case will be closed (other than rehabilitated), and the client may choose to follow a pathway into subminimum wage or an alternative outcome. In this case, the process would follow the flow chart developed by DOR.

SDRC – Prior to sharing any confidential information, an individual served by SDRC or their authorized representative must sign SDRC form 003 (Rev. 09/14), Authorization for Use or Disclosure of Information form. This Authorization expires one year from the date that it is signed. SDRC also uses DDS form DS-1968 Vocational Services Referral Form along with collateral documents (IPP, Medical Evaluation, Psychological Evaluation, CDER, etc.) as part of the referral process. When the referred individual signs the DS-1968, he/she acknowledges that the information will be shared with DOR and applicable agencies.

Coronado Unified School District (LEA) – The Individualized Transition Plan (ITP) identifies postsecondary goals in the areas of education, employment and independent living. The ITP will be completed prior to the student exiting

school. In support of transition, the LEA will, as applicable and with appropriate written consent for release, provide:

- IEP/504
- Psychological and other relevant assessment information
- Summary of Performance
- Training plan with vocational goals, student evaluations, work experience data, and staff/teacher observations

### **III. Identification of Community Partners**

Community Partners are local entities whose mission, goals and services align with the core partners. Community Partners can enhance the opportunities for students and individuals with intellectual disabilities and developmental disabilities in the achievement of competitive integrated employment.

Community Partners include:

- America's Job Center of California (AJCC)
- Career Technical Education Centers/Programs
- Adult Education Programs
- Community Health Organizations
- Community Housing Agencies
- Community Rehabilitation Programs (CRPs)
- Coronado Public Library
- County Behavioral Health
- County Foster Youth Programs
- Deaf Community Services of San Diego, Inc.
- Independent Living Center(s)
- Local Chambers of Commerce
- Local Law Enforcement Agencies
- Post-Secondary Education Institutions (Community Colleges, Universities)
- San Diego County Office of Education
- San Diego Job Corps Center
- San Diego Workforce Partnership
- State Council on Developmental Disabilities, San Diego Imperial Office
- Work Incentives Planning and Assistance
- Naval Facilities ( Exchange, Commissary, Recreational facilities, etc.)

## **IV. Communication**

Core Partners will develop best practices to continue to collaborate to provide students pathways to competitive integrated employment.

The SCSD LPA will maintain ongoing communication among all core partners. Meetings will be established at mutually agreed upon intervals for the purpose of communicating related training opportunities, best practices, and sharing resources. Any developed forms, programming documents, success stories of students will be shared with stakeholders and their families. Methods of communication may include CUSD website, SDRC website, DOR website, workshops, job fairs, social media (LinkedIn, etc.)

Cross training among core partners shall take place on an annual basis, to educate regarding placement practices that lead to competitive integrated employment outcomes. Potential topic areas for the cross training may include customized employment and discovery, soft-skills training, person-centered planning, and Student Services.

Communication is maintained with the CIE Leadership Team Members through California State Advisory Committees and technical assistance will be solicited as needed.

The SCSD LPA core partners will meet three times a year and specifically one before Summer and as scheduled for community partners. The core partners use emails in between meetings to work on document and process development. When community partners (employers, America's Job Center of California, etc.) become involved in the SCSD LPA, communication will occur with face-to-face meetings, emails, phone calls, or web-based meetings. Leadership of the LPAs will be determined by the local core partners. Leadership efforts may include presentations, discussions, Q&A sessions, email, phone, virtual platforms contacts/calls.

### **System Measures**

- DOR will utilize the AWARE database to track ID/DD outcomes.
- DOR will provide Student Services to identified students with most significant disabilities who can benefit from CIE outcomes.

- SDRC Transition Units, using SANDIS, will complete monitoring of caseload levels related to individuals approaching exit from public school services and share that information with core partners
- CUSD will utilize SEIS to manage IEPs and WorkAbility I data base

### **Measurable Action Plans**

Coronado Unified School District Local Partnership Agreement is committed to furthering the goals of the California Competitive Integrated Employment (CIE) Blueprint.

#### **Goal 1**

South County San Diego Local Partnership Agreement will promote preparation for and achievement of competitive integrated employment (CIE) for all individuals with ID/DD by developing Local Partnership Agreement for the CIE Blueprint.

Objectives:

- By January 31, 2022, establish and post the South County San Diego's Local Partnership Agreement.
- By April 30, 2022, send outreach letters and information about the SCSDLPA to identified community partners
- By June 30, 2022, conduct/complete initial meeting between SCSDLPA core partners and identified community partners (establishing linkages to the workforce development system and other key stakeholders and partners)

Targeted Outcomes:

- By the end of State Fiscal Year (SFY) 2022/2023, and as a result of the efforts of the three departments, develop a Coronado Businesses Workgroup. This workgroup will develop strategies to meet the employers' needs in hiring students/individuals with ID/DD.
- By the end of SFY 22/23, SCSD LPA and as a result of the efforts of the three departments, will be able to provide sensitivity trainings and workshops (i.e. Windmills Trainings) to Coronado Businesses Personnel.
- By the end of SFY 22/23, SCSD LPA and as a result of the efforts of the three departments, will create a network list of Coronado Businesses/Employers direct contact for placement of students with

ID/DD (volunteer, paid work experience through DOR, PIP through SDRC, etc.)

## **Goal 2**

Increase opportunities for students with ID/DD who choose CIE to prepare for and participate in the California Workforce Development System and achieve CIE within existing resources.

### Objectives:

- Increase CIE through participation in work experience, employment preparation services, soft skills training, post-secondary education and training, customized employment, and supported employment individual placements.
- Increase participation of individuals with ID/DD in the California workforce development system, including America's Job Center of California (one-stop employment center).
- Improve business partner engagement and "job-driven" training with regards to hiring individuals with ID/DD in both the public and private sectors.

### Targeted Outcomes:

- By the end of State Fiscal Year (SFY) 2022/2023, and as a result of the efforts of the three departments, increase the number of students with ID/DD who participate in paid work experience and/or unpaid community-based vocational education, with supports as needed, by WorkAbility I data contingent upon funding resources
- By the end of SFY 2022/2023, provide information and technical assistance for CIE placements to Supported Employment group providers to help increase CIE individual placements.
- By the end of SFY 2022/2023, increase the number of individuals statewide participating in apprenticeship programs ("Earn while you Learn") or On-the-Job Training (OJT) with business partners by at least 10 annually.
- By the end of SFY 2022/2023, 50% of the DOR students with disabilities, ages 16 through 21, who have exited CUSD by the prior year will have either entered CIE or post-secondary training or education, or received vocational rehabilitation services in preparation for CIE.

### Goal 3

South County San Diego Local Partnership Agreement will promote a continuum of funding resources to support increase participation of students with ID/DD in preparation for transition to CIE.

#### Objectives:

- Increase number of students with ID/DD participating in WA I program
- Increase provision of DOR paid work experiences for students with ID/DD (creation and development of job duties/classification i.e. Zoom Teacher's Assistant; etc.)
- Increase number of students with ID/DD participating in SDRC PIP

#### Strategies

1. Continued implementation of goals and objectives through "Triple E" practices (Exemplary, Effective, and Emerging)
  - **Exemplary** means a method proven by evidence-based practices
  - **Effective** means a method that is anecdotally reported to work well
  - **Emerging** means a new method currently being developed
2. Semi-annual meetings, or as needed, with Supported Employment providers including network of Coronado Businesses and DOR Business Specialist Team to discuss progress and any innovations support students with ID/DD obtain CIE.
3. Continued outreach with CUSD transition teachers to provide support for students with ID/DD transitioning from school to employment preparation services and CIE.
4. Continue to engage with Coronado business partners, i.e. attending Coronado Chamber of Commerce, City of Coronado events, etc.
5. Develop tools and resources.
  - a. Develop a list of apprenticeship program guest speakers for CUSD WorkAbility I and Transition Classes for students with disabilities.
  - b. Provision of work experience and/or external situational assessments with students with disabilities referred to DOR
  - c. Provision of the SDRC Paid Internship Program



## **V. Exhibits**

Exhibit A – Interagency System Overview  
(Excerpt from CIE Blueprint)

Exhibit B – Terminology, Abbreviations, and Acronyms

Exhibit C - South County San Diego Local Partnership Agreement  
Core Partners' Contact Information

### **Exhibit A – Interagency System Overview (Excerpt from the CIE Blueprint)**

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

The DOR is authorized under the Rehabilitation Act of 1973, as amended by the 2014 WIOA (29 U.S.C. § 701 et seq.), to provide vocational rehabilitation (VR) services to individuals with disabilities, including “youth with disabilities,” ages 14 through 24, and high school “students with disabilities,” ages 16 through 21. The VR program is intended to maximize opportunities for CIE and economic self-sufficiency for individuals with disabilities, including individuals with the most significant disabilities consistent with the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and with informed choice. An employment outcome may include entering or retaining full-time or part-time CIE including but not limited to supported employment or customized employment.

The DOR collaborates with public agencies, including LEAs, colleges, Community Rehabilitation Programs (CRPs), regional centers, and other stakeholders to provide well-sequenced services to mutual consumers. In an effort to serve as many consumers as possible, the DOR is required to make maximum effort to secure comparable services and benefits. When there are insufficient funds to serve all individuals who are eligible, the DOR operates under an Order of Selection and must determine an individual’s priority for VR services. Currently, the DOR is under an Order of Selection and is able to serve all individuals with disabilities, however this can change at any given time. Typically, individuals with ID/DD are considered individuals with the most significant disabilities. A waiting list is maintained for those for whom the DOR does not have sufficient funds to serve and do not meet the priority of services under the Order of Selection.

There are 104 Vocational Rehabilitation Services Delivery (VRSD) teams at the DOR, which provide VR services to eligible Californians with disabilities.

Each VRSD team includes qualified rehabilitation counselors, service coordinators, business specialist, work incentive planner, office technicians (general), student services staff, and a team manager.

What are the DOR Eligibility Criteria?

To be eligible for services from the DOR, an individual must:

- Have a physical or mental impairment that creates a substantial impediment to employment.
- Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

The DOR presumes that individuals with the most significant disabilities can benefit from an employment outcome and is responsible to provide each individual with an assessment to determine the individual's eligibility and priority for services and VR needs. Prior to determining that an applicant is unable to benefit due to the significance of the individual's vocational barriers related to their disability, the DOR must explore the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences with appropriate supports provided by the DOR.

What is an IPE?

In collaboration with each individual, the DOR qualified rehabilitation counselor performs key functions throughout the VR process, including determination of eligibility priority for services; development of the Individualized Plan for Employment (IPE); approval of any necessary IPE amendments; IPE review at least annually; and determination of the achievement of an employment outcome and/or case closure.

An employment goal and appropriate VR services, as documented through the IPE, are consistent with the individual's unique strengths, priorities, concerns, abilities, capabilities, interests, and informed choice. The purpose of the IPE is to help an individual with ID/DD prepare for and engage in CIE. Services are provided as appropriate to each individual's unique circumstances and needs, may include but are not limited to vocational

counseling and guidance, assessment, assistive technology, benefits advisement, transition services, including pre-employment transition services for students with disabilities, post-secondary training or education, on the job training (OJT), job-related services and supports, such as job coaching, pre-employment transition services, customized employment, and post-employment services.

For specific information on the provision of VR services and the IPE process see the Consumer Information Handbook.

<http://www.dor.ca.gov/Public/Publications-n-Forms.html>

### **California Department of Developmental Services – San Diego Regional Center (SDRC)**

The Lanterman Act (Division 4.5 of the Welfare and Institutions Code) establishes, unique to the state of California, a commitment to provide services and supports to individuals with developmental disabilities throughout their lifetime. Services and supports are provided through a combination of federal, state, county, and local government services, private businesses, support groups and volunteers. In 2013, Governor Brown signed into law Assembly Bill 1041 (Chesbro) establishing the Employment First Policy in the Lanterman Act. Specifically, the law provides that: “It is the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.” (Welfare and Institutions Code, section 4869(a)(1).)

The DDS is the agency through which the state provides services and supports to individuals with ID/DD. These disabilities include intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through three state-operated developmental centers (in the process of being closed) and one community facility and through contracts with 21 nonprofit organizations called regional centers. The regional centers serve as a local resource to provide diagnosis and assessment of eligibility and help plan, access, coordinate, and monitor the services and supports that are needed because of a developmental disability. In addition, regional centers help find and access the services and supports available to individuals with ID/DD and their families.

These services include both pre-employment and employment support services. The most common type of pre-employment services funded by regional centers are day program services. Employment supports available

through regional centers include referral to the DOR for vocational rehabilitation services, long-term services once placed in an integrated job through the supported employment program, and pre-vocational services.

Today several regional centers are beginning efforts to work with work activity program service providers to change the service delivery to be integrated and focus on achieving CIE opportunities. Additional employment preparation services are available through a new sub code of individualized supports within these services known as Tailored Day Services. In State Fiscal Year 2016-17, through the enactment of Chapter 3, Statutes of 2016 (Assembly Bill (AB)x2-1), the legislature has authorized the development of two new programs to increase CIE opportunities. One program will provide paid internship opportunities leading to CIE. The second is an incentive payment program to service providers who assist consumers to achieve CIE and maintain their jobs.

What are the DDS Eligibility Criteria?

To be eligible for regional center services, an individual must have a disability that begins before their 18th birthday, is expected to continue indefinitely, and presents a substantial disability. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, eligible individuals shall include persons with an intellectual disability, cerebral palsy, epilepsy, and/or autism. This term shall also include conditions resulting in a disability found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability but shall not include other handicapping conditions that are solely physical in nature. Eligibility is established through diagnosis and assessment performed by regional centers.

What is an IPP?

Person-centered individual program planning assists persons with developmental disabilities and their families to build their capacities and capabilities. This planning effort is not a single event or meeting, but a series of discussions or interactions among a team of people including the person with a developmental disability, their family (when appropriate), regional center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

As part of the planning process, this team assists the individual in developing a description that includes: a preferred place to live, favorite people with whom to socialize, and preferred types of daily activities, including preferred jobs. This description is called a preferred future, and is based on the individual's strengths, capabilities, preferences, lifestyle and cultural background.

The planning team decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the preferred future. For specific information on the IPP process see the Individual Program Plan Resource Manual. <http://www.dds.ca.gov/RC/IPPMannual.cfm>

### **California Department of Education – Local Education Agency (LEA)**

The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations; and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs. The CDE works cooperatively with other state agencies to provide a wide variety of educational supports, from family-centered services for infants and preschool children with disabilities, to planned steps for transition from high school to further education, employment and quality adult life. The CDE responds to consumer complaints and administers the federal IDEA, the No Child Left Behind Act (NCLB), and in 2017 Every Student Succeeds Act (ESSA), which will replace NCLB, for students with disabilities in California.

For more information on special education see the CDE Special Education web site CDE Special Education Division - <http://www.cde.ca.gov/sp/se/>

The CDE provides state leadership and policy direction for school district special education programs and services for students who have disabilities, which the CDE defines as newborn through 21 years of age. Special education is defined as specially designed instruction and services, at no cost to parents, to meet the unique needs of children with disabilities.

#### **What are the Special Education Eligibility Criteria?**

A child shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that

the degree of the child's impairment requires special education shall be made by the Individualized Education Program (IEP) team. "The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education."

What is an IEP?

The CDE provides general supervision, as required by title 34 Code of Federal Regulations section 300.600, to LEAs that develop and implement IEPs for students with disabilities. Annually, the student's IEP team reviews and revises the IEP. Triennially, the student is reassessed, unless there is agreement that assessment is not necessary.

The IEP is developed by a team that includes: the student, the parents; the general education teachers; the special education teachers; an LEA representative, who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of the student and is knowledgeable about the general education curriculum and availability of LEA resources; an individual who can interpret the instructional implications of the assessment results; at the discretion of the parent or adult student (18 years or older), other individuals who have knowledge or special expertise regarding the student.

To the extent appropriate, with the consent of the parents or an adult student, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

Beginning not later than the first IEP to be in effect when the student is 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon age-appropriate assessments related to training, education, employment, and where appropriate, independent living skills.
- The transition services, including the course of study, needed to help the student in reaching those goals.
- Beginning not later than one year before the student reaches the age of 18, a statement that the student has been informed that the rights afforded to parents relating to special education will transfer to the

student at age 18, unless the student “has been determined to be incompetent under state law.”

Transition services for a student with a disability in a secondary education setting, are a coordinated set of activities that:

- Are designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Are based on the individual student’s needs, taking into account the student’s strengths, preferences, and interests.
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and a functional vocational evaluation.

## **Exhibit B – Terminology, Abbreviations, and Acronyms**

**America’s Job Center (AJCC)/Career Center:** a center that provides job search and career development resources to all job seekers 18 and over regardless of income or background at no cost

**California Achieving a Better Life Experience (CalAble) Account:** an investment and savings account available to eligible individuals with disabilities. allowing the individuals with disabilities to save and invest money without losing eligibility for certain means-tested public benefits programs, like Medicaid and Social Security Income

**Career Counseling, Information & Referral (CCI&R):** specific Section 511 services required for all individuals working in a job that pays subminimum wages; individuals are provided information and referral (CC&IR) about federal and state employment and support programs that can help the individual discover, experience, find, and keep CIE

**Consumer Diagnostic Evaluation Report (CDER):** diagnostic and evaluation information for persons who have active status in the Department of Developmental Services system

**Community Rehabilitation Program (CRP):** any agency or unit of an agency, organization, or institution, that facilitates the provision of VR services under the core service categories of Assessment, Training, Job Related or Support, as one of its major functions. A CRP may be a private non-profit agency, for-profit agency, hospital, medical rehabilitation center

**Competitive Integrated Employment (CIE):** employment in a setting typically found in the community in which individuals interact with individuals without disabilities other than those who are providing services to those individuals, to the same extent that individuals without disabilities in comparable positions interact with other persons

**Coronado Unified School District Local Partnership Agreement (CUSDLPA):** an agreement to enhance and strengthen partnership to prepare and support all individuals with Intellectual Disabilities and Developmental Disabilities (ID/DD) for competitive, integrated employment (CIE); may also include others whose disabilities create similar barriers to employment

**Customized Employment (CE):** a flexible process designed to personalize the employment relationship between a job candidate or employee and an employer in a way that meets the needs of both. It is based on identifying the strengths, conditions, and interests of a job candidate or employee through a process of discovery

**Department of Developmental Services (DDS):** the agency through which the State of California provides services and supports to individuals with developmental disabilities, including intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through state-operated developmental centers and community facilities, and contracts with 21 non-profit regional centers

**Department of Rehabilitation (DOR):** provides services and advocacy, including consultation, counseling, vocational rehabilitation, and collaboration with community partners, to assist people with disabilities to live independently, become employed and have equality in the communities in which they live and work

**Department of Social Services (DSS):** provides aid, services, and protection to needy and vulnerable children and adults in ways that



strengthen and preserve families, encourage personal responsibility, and foster independence. DSS oversees the county welfare departments and administers various community organizations

**Disability Support Program (DSP):** the program on a school campus responsible for determining and providing required academic accommodations (e.g. test proctoring, sign language interpreting, priority registration, disability management counseling) for students with verified disabilities

**Every Student Succeeds Act (ESSA):** legislation that succeeds the No Child Left Behind Act, sets standards for college and career readiness, assessments, performance and school ratings, and accountability, and leaves room for innovation in education

**Intellectual Disabilities and Developmental Disabilities (ID/DD):** a disability characterized by significant limitations in general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects an individual's educational performance

**Individualized Education Program (IEP):** a written document required by IDEA for each public school student who is eligible for special education created through a multi-disciplinary team effort and reviewed at least once a year; outlines the necessary supports and services that are agreed upon and defines the individualized objectives of a student who has been determined to have a disability or requires specialized accommodation

**Individualized Plan for Employment (IPE):** a contract between the client and DOR that contains important information on a client's employment goal and what services and supports DOR has agreed to provide to assist the client in meeting that goal

**Individual Program Plan (IPP):** outlines special services, goals and objectives for a person who needs individualized help because of a developmental disability developed between SDRC and the client

**Individual Transition Plan (ITP):** the template for mapping out long-term adult outcomes from which annual goals and objectives are defined based on the student's needs, preferences and interests and reflect the student's own goals

**Local Education Agency (LEA):** 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 schools 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

**Person Centered Planning (PCP):** an ongoing process used to help people with disabilities plan for their future. In Person Centered Planning, groups of people focus on an individual and that person's vision of what they would like to do in the future

**Paid Internship Program (PIP):** a program for job seekers served by regional centers who want to work full or part-time, become self-employed, start a small business or develop skills as an apprentice; funds up to \$10,400 per internship for wages and employer with the intent to increase opportunities for CIE

**San Diego Regional Centers (SDRC):** a private non-profit corporation that contracts with the Department of Developmental Services to provide or coordinate services and supports outlined in the Lanterman Developmental Disabilities Services Act for individuals with developmental disabilities (intellectual disabilities, cerebral palsy, epilepsy, autism, or other disabling conditions similar to intellectual disabilities) living in San Diego and Imperial counties

**San Diego Workforce Partnership (SDWP):** local Workforce Development Board, designated by the City and County of San Diego to fund job training programs that empower job seekers to meet the current and future workforce needs of employers in San Diego County

**Special Education Local Planning Area (SELPA):** a group of school districts who together provide special education and related services to students with disabilities carrying out the spirit and mandate of the California Master Plan for Special Education, the statewide plan to equalize educational opportunities for the disabled students of California.

**Social Security Administration (SSA):** an independent agency of the U.S. federal government that administers Social Security, a social insurance program consisting of retirement, disability, and survivors' benefits

**Supported Employment (SE):** activities and services that support and maintain an individual with a most significant disability, including youth with most significant disabilities in an integrated employment setting

**Tailored Day Service Option (TDSO):** part-time services designed to maximize a SDRC client's individualized choices and needs, with customization of day services through individualized services; provides opportunities for increased integration and inclusion, as well as further opportunities for developing or maintaining employment/ volunteer activities, and pursuing postsecondary education

**Transitional Partnership Program (TPP):** a statewide vocational education and work placement program of DOR that provides secondary and post-secondary students with disabilities, the tools and support necessary to effectively transition from school to competitive employment

**Triple "E":** practices refers to exemplary, effective, and emerging practices that support increased opportunities for individuals with ID/DD to prepare for and engage in CIE. "Triple E" practices illustrate successful programs and local collaboration through success stories, as applicable, from the individual, business, and service perspectives.

**Workforce Innovation and Opportunity Act (WIOA):** Legislation designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers.

**Exhibit C – South County San Diego LPA  
Core Partners' Contact Information**

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