# **PURPOSE**

The purpose of this collaboration is to foster preparation for and achievement of competitive integrated employment (CIE) for youth and young adults (ages 14 through 22) with disabilities including individuals with intellectual/developmental disabilities (I/DD). Through person-centered planning and streamlining the provisions of services, the collaboration will increase communication between partners, remove barriers, avoid duplication of services and increase overall employment outcomes for this population. 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 Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

# **CORE PARTNERS (Attachment A: Core Partner Contact List)**

* 1. LEA Core Partners
     1. Burbank Unified School District
     2. Glendale Unified School District
     3. La Canada Unified School District
     4. Foothill SELPA
  2. Department of Rehabilitation

1. Van Nuys/Foothill District- Glendale Branch

* 1. Regional Centers
     1. Lanterman Regional Center (LRC)

# **COMMUNITY PARTNERS (Attachment B: Community Partner Contact List)**

1. America’s Job Centers (Verdugo Job Center)
2. Colleges and Universities
3. Family Resource Centers
4. Independent Living Centers
5. Glendale Community College District Regional Consortium (GCCDRC)
6. Local Business for Business Engagement
7. Verdugo School to Career Coalition
8. Local Workforce Investment Board (WIB)/Employment Development Department (EDD)
9. California Department of Education (WorkAbility I Grant)
10. Glendale Youth Alliance

# **ROLES & RESPONSIBILITIES: Collaboration through Person Centered Processes**

Person Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. The focus individual (FI) and a team of support people (including family, friends and other supports) focus on the FI’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 competitive integrated employment, and develop skills and abilities to achieve their goals. The team identifies strategies and commits to actions working towards the identified FI’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 Local Partnership Agreement, as necessary and agreed upon by the Core Partners.

1. Referral and Intake (ages 14 through 22)
2. BURBANK UNIFIED SCHOOL DISTRICT (BUSD)
   * + 1. Referral: Parent referral, Student Study Team (SST), Self-referral
       2. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student’s educational needs and school supports to be provided.
       3. Transition Services

Transition services are determined via the IEP process and are outlined in each student’s Individual Transition Plan (ITP).

* + - 1. Work-Based Learning
         1. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. BUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Burbank Unified School District.

* + - * 1. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients.  The roles and responsibilities are specified in the grant.  The FEC program serves BUSD students, ages 18 through 22, who attend the Foothill Area Community Transition Services (FACTS) program.  Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

* + - * 1. We Can Work

We Can Work is funded through a contract between the Department of Vocational Rehabilitation and the Burbank Unified School District. The roles and responsibilities are outlined in the contract. Students ages 16-21 are eligible to participate in the We Can Work program. This program is under the supervision of the Burbank Unified School District.

1. GLENDALE UNIFIED SCHOOL DISTRICT (GUSD)
   * + 1. Referral: Parent referral, Student Study Team (SST), Self-referral
       2. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student’s educational needs and school supports to be provided.
       3. Transition Services

Transition services are determined via the IEP process and are outlined in each student’s Individual Transition Plan (ITP).

* + - 1. Work-Based Learning
         1. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. GUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Foothill SELPA.

* + - * 1. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients.  The roles and responsibilities are specified in the grant.  The FEC program serves GUSD students, ages 18 through 22, who attend the Foothill Area Community Transition Services (FACTS) program.  Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

1. LA CANADA UNIFIED SCHOOL DISTRICT (LCUSD)
   * + 1. Referral: Parent referral, Student Study Team (SST), Self-referral
       2. Intake: Once deemed eligible for Special Education services, the Individualized Education Plan (IEP) team must meet for the initial IEP within 60 calendar days. The IEP team determines student’s educational needs and school supports to be provided.
       3. Transition Services

Transition services are determined via the IEP process and are outlined in each student’s Individual Transition Plan (ITP).

* + - 1. Work-Based Learning
         1. WorkAbility I (WAI)

WAI is a state-funded grant through the California Department of Education. LCUSD serves students within the classroom, providing career exploration, job skills training and places qualified students in paid work experience through the WAI grant. The number of students served, as well as the number of students placed in employment, is determined by the annual grant. Students ages 14 through 22 with an IEP are eligible to participate in the WorkAbility I Program. This program is under the supervision of the Foothill SELPA.

* + - * 1. Foothill Employment Collaborative (FEC)

FEC is funded through a grant from Lanterman Regional Center for LRC clients.  The roles and responsibilities are specified in the grant.  The FEC program serves LCUSD students, ages 18 through 22, who attend the Glendale Unified School District Foothill Area Community Transition Services (FACTS) program.  Students in this program are provided with career exploration, work training experiences, soft skills training, and individualized transition services to adult support services. This program is under the supervision of the Foothill SELPA.

1. DEPARTMENT OF REHABILITATION
   * + 1. Referral: Self-referred.
          1. “Request or apply for DOR services by submitting one of the following:

Potentially Eligible (PE) Consumers – DOR Student Services Request (include attachment)

Vocational Rehabilitation (VR) Consumers – VR Services Application (include attachment)

* + - 1. Intake: An initial intake interview will be conducted within 2 weeks of application. Eligibility is determined within 60 days of the application date for VR services.

1. REGIONAL CENTER
   * + 1. Referral: Person with legal responsibility over application (e.g. Parent or DCFS Social Worker) must file the application. Referrals cannot be made by teachers, or other individuals who do not have legal authority over the application. Application can be submitted to the Regional Center’s Intake Unit by walk-in, online, email, or fax. Application should include the following records, if available:
          1. Psychological Evaluations
          2. Medical evaluations/records
          3. School IEPs, assessments, and progress reports
          4. Health insurance information and card
          5. Social security number or proof of residential address (e.g. California ID, utility bill or other documentation of residential address)
       2. Intake: 15 days from when the application is received, it will be determined if an assessment will be conducted. 120 days from assessment determination, regional center eligibility will be determined. If an assessment will be conducted, an interview will be scheduled with the Intake Service Coordinator to conduct the social assessment. Depending upon the availability of evaluations, a psychological and/or medical evaluation may be conducted.
2. Coordinating Person-Centered Planning
3. GLENDALE UNIFIED SCHOOL DISTRICT – INDIVIDUALIZED EDUCATION PROGRAM (IEP)
4. Under the Individuals with Disabilities Education Act (IDEA), the IEP is a written statement for a child with a disability that is developed, reviewed, and revised in accordance with §300.320 through §300.324.
5. IEP must include:
   * + - 1. Present levels of performance, indicating how the student’s disability affects their involvement and progress in the general education curriculum;
         2. Measurable annual goals, including academic and/or functional goals to meet the needs resulting from the student’s disability;
         3. Description of progress on goals;
         4. Statement of special education and related services and supplementary aids and services to enable the student to advance toward annual goals, to be involved in and make progress in the general education curriculum;
         5. Explanation of the extent, if any, to which the child will not participate with nondisabled students in the regular class;
         6. Statement of individual appropriate accommodations necessary to measure academic and functional performance
6. Transition services – Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team and updated annually, including:
7. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills, and transition services needed to assist the student in reaching those goals.
8. Transfer of rights at age of majority – Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the student has been informed of their rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under §300.520.
9. During the final IEP meeting, the Regional Center and Department of Rehabilitation are invited to present general information and services. Respective agency referral forms may be available at the final IEP and provided as needed.
10. If parent indicates they would like services from Regional Center and/or Department of Rehabilitation, agency will be invited to attend IEP meeting.
11. DEPARTMENT OF REHABILITATION – INDIVIDUALIZED PLAN OF EMPLOYMENT (IPE)
12. IPE will be a written plan of service that assists a consumer 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, interests, and informed choice. DOR Student Services Agreement (include attachment). 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.
13. REGIONAL CENTER – INDIVIDUAL PROGRAM PLAN (IPP)
14. The purpose of the IPP is to memorialize the person-centered planning process that resulted in the agreements by the program planning team. The program planning team consists of the client or, where appropriate, parents or authorized representatives. Additional individuals such as teachers, DOR counselors and service providers may be invited with the parent or authorized representative’s consent. The IPP identifies goals and objectives, services and supports, funding, and support provider (generic agency and/or natural supports). IPPs are reviewed periodically (no less than once per year) and can be amended based on identified need.
15. Clients aged 18 to 22 in school may be eligible to participate in a paid internship program (PIP) or competitive integrated employment program (CIE) if the program planning team grants an exemption based on the finding that the Local Education Agency or the Department of Rehabilitation does not have services sufficient to meet the client’s employment needs.
16. Information Sharing and Documentation Processes
17. BURBANK UNIFIED SCHOOL DISTRICT; GLENDALE UNIFIED SCHOOL DISTRICT; LA CANADA UNIFIED SCHOOL DISTRICT; FOOTHILL SELPA

IEP and school’s psycho-educational assessment may be shared with parent/guardian/student’s signed Consent to Release Information

1. DEPARTMENT OF REHABILITATION

Information pertaining to eligibility, DOR Student Services Agreement, IPE, and progress reports may be shared with a signed Consent to Release and Obtain Information form (include attachment).

1. REGIONAL CENTER

IPP, psycho-social assessment, medical records and referral, school referral, behavioral assessments, nursing assessments, and private evaluations may be shared with client’s signed Release/Obtain Information Request

1. Differentiated Services and Agency Collaboration:
2. Students in Secondary Setting
3. 16-17-year-old participate in IEP/ITP, are invited to attend resource and transition fairs, as well as benefits training, as needed
4. 18-21-year old participate in IEP/ITP, enroll in DOR and receive information on conservatorship, adult living options and other trainings, as needed (3 agency collaboration)
5. Students Post-Secondary
6. The school district provides a “search and “serve” model to find youth who may be eligible for special education and/or related services.
7. The Department of Rehabilitation helps students explore the world of work, discover their options, or prepare for success on the job.
8. The Regional Center provides advocacy assistance at the IEP/ITP meetings and may support services at the internship or employment site in the community. It must be agreed upon that the school district is unable to meet the student’s employment placement needs and any other generic agency such as DOR has been exhausted.
9. Challenges and Solutions: There are several identified barriers to sharing information across agencies including legal regulations; limited communication; parent misconception of individual agencies roles and collaborative purpose; lack of ongoing training. The following are proposed to reduce the identified barriers and increase the efficiency of agency collaboration:
10. Request consent to release/obtain information during intake
11. Annual cross-training between agencies to include agency services, benefits training, disability awareness and sensitivity training for employers
12. Parent education training at an earlier age to promote and support independent living skills (elementary age)
13. Create information sheet describing agency supports
14. Identify Social Security Liaison
15. School district encouragement of parental invitation to partner agencies for IEP attendance
16. Agencies share appropriate contact information
17. Resources to improve CIE opportunities and outcomes
18. Career counseling, information, and referral
19. Paid Internship Program (PIP)
20. Customized employment
21. CIE incentive payment
22. AJC Employment Specialist
23. Community College Disability Support Programs & Services
24. Independent Living Center

# **COMMUNICATION**

1. Informational

The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for dialogue related to training opportunities, best practices and sharing resources.

1. Functional

Leadership of the LPA will be determined by the local core partners. The process for updating the LPA will be done based upon quarterly check-ins for the first year and semi-annual review each year after.

1. System Measures

* Please refer to DOR District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with disabilities.
* DOR will utilize the Aware database to track individuals with disabilities outcomes.
* DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
* Regional Center will track individuals utilizing the regional center funded Paid Internship Program.
* Regional Center will monitor the FEC program outcomes for referrals to employment programs in collaboration with the Foothill SELPA.
* LEA will track the youth population with disabilities who are nearing school exit and continue to track for one year after exit to collect data on student education, training, and employment, as required by the California Department of Education.
* WorkAbility I grant holders will conduct a one-year follow-up to collect data on student education, training, and employment.

# **ATTACHMENTS**

1. Core Partner Contact List
2. Community Partner Contact List
3. Acronyms

## **Attachment A: Core Partner Contact List**

|  |  |  |  |
| --- | --- | --- | --- |
| **AGENCY** | **CONTACT PERSON & TITLE** | **PHONE NUMBER** | **EMAIL ADDRESS** |
| Burbank Unified School District | Tamara Schiern, Special Education Director | 818-729-4449 | TamaraSchiern@BurbankUSD.org |
| Department of Rehabilitation, Van Nuys District- Glendale Branch | Nancy Osipo-Peera, Team Manager | 818-551-2105 | [Nancy.Osipo-Peera@dor.ca.gov](mailto:Nancy.Osipo-Peera@dor.ca.gov) |
| Glendale Unified School District | Dr. Deb Rinder, Executive Director, Special Education | 818-241-3111, ext 1205 | DRinder@gusd.net |
| Foothill Special Education Local Plan Area | Suzan Dunbar, Program Manager | 818-246-5378 | SDunbar@gusd.net |
| La Canada Unified School District | Dr. Tamara Jackson, Special Education Director | 818-952-8397 | TJackson@lcusd.net |
| Lanterman Regional Center | Karen Ingram, Director of Community Services  Carmen Jimenez=-Wynn, Employment Specialist | 213-252-5694  213-252-8638 | [kingram@lanterman.org](mailto:kingram@lanterman.org)  cwynn@lanterman.org |

## **Attachment B: Community Partner Contact List**

|  |  |  |  |
| --- | --- | --- | --- |
| **AGENCY** | **CONTACT PERSON & TITLE** | **PHONE NUMBER** | **EMAIL ADDRESS** |
| America’s Job Centers | Judith Valasco, VJC Workforce Board | (818) 937-8031 | JVelasco@GlendaleCA.gov |
| Colleges/Universities  Glendale Community College (GCC)  GCC Garfield Campus  California State University, Los Angeles (CSULA)  California State University, Northridge (CSUN) |  |  |  |
| FDLRC Koch Young Family Resource Center | Rose Chacana, Director of KYRC | 213-252-4980 | rchacana@lanterman.org |
| Independent Living Centers | Jacqueline Sharp | (818) 908-9574 | ilcsctrnhs@ilcsc.org |
| Glendale Community College District Regional Consortium (GCCDRC) | Alfred Rameriz |  | arameriz@glendale.edu |
| Verdugo School to Career Coalition | Joylene Wagner |  | JWagner@GlendaleCA.gov |
| Workforce Investment Board (WIB)/Employment Development Department (EDD) |  |  |  |
| California Department of Education – WorkAbility I | Barbara Boyd | (916) 319-0756 | BaBoyd@cde.ca.gov |
| Glendale Youth Alliance | Karine Grigoryan |  | KGrigoryan@GlendaleCA.gov |

**DOR CORE PARTNERS**

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Wan Chun-Chang

District Administrator

Department of Rehabilitation

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Nancy Osipo-Peera

Team Manager, Glendale Branch

Department of Rehabilitation

**FDLRC CORE PARTNERS**

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Karen Ingram

Director of Community Services

Lanterman Regional Center

**LEA CORE PARTNERS**

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Tamara Schiern

Director, Special Education

Burbank Unified School District

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Dr. Debra Rinder

Executive Director, Special Education

Glendale Unified School District

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Dr. Tamara Jackson

Executive Director, Special Education

La Canada Unified School District

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Suzan Dunbar

Program Manager

Foothill SELPA