**Competitive Integrated Employment Blueprint -**

**Local Partnership Agreement**

**Inland Collaborative Partners**

**Addendum**

**Effective Date November 2018**

Intent/Purpose

The purpose of this LPA Addendum to the Inland Empire Local Partner Collaborative (IELPC) for Competitive Integrated Employment (CIE) 2018, is to establish a local partnership agreement specific to partners in the San Bernardino/Inland Empire area to coordinate systems to support a seamless delivery of services. The San Bernardino City Local Partnership Agreement Collaborative (SBCLPAC) will enhance collaborative partnerships in the Inland Empire leading to improvements in the level and quality of services, which ultimately promotes the preparation and achievement of CIE for youth and adults with intellectual disabilities/developmental disabilities (ID/DD).

# Identification of Partners

Core partners composing the SBCLPAC include Students, the Local Education Agencies (LEA), Department of Rehabilitation (DOR), and the Inland Regional Center (IRC).

**Department of Rehabilitation (DOR) San Bernardino Office Core Partners**

* Robert Loeun District Administrator, District Office
* Thomas Darby Team Manager, San Bernardino Branch Office
* Alfonso Jimenez Team Manager, District Office

**DOR Contact Info:**

* *Inland Empire District Office:* 2010 Iowa Ave., Ste 100, Riverside, CA 92507; (951) 782-6650
* *San Bernardino Office* 464 W. Fourth St, Suite 152 San Bernardino, CA 92401; (909) 383-4401

**Local Education Agencies (LEA) - CaPROMISE Core Partners:**

* San Bernardino City USD Special Education Local Plan Area (SELPA): Howana Lundy – SELPA Administrator
* San Bernardino City USD Special Education Local Plan Area (SELPA): Chris LeRoy – Transition Services
* HIGH SCHOOLS
  + Anderson School
  + Arroyo Valley High School
  + Cajon High School
  + Community Day School
  + Indian Springs High School
  + Pacific High School
  + San Andreas High School
  + San Bernardino High School
  + San Gorgonio High School
  + Sierra High School
  + Alternative Learning Center
  + Inland Career Education
  + Middle College High School: WORC Program

**LEA Contact Info:**

*San Bernardino City USD SELPA:* 1535 W. Highland Ave. San Bernardino CA 92411; (909) 909-880-6683

* *Transition Services San Bernardino City USD SELPA:* 1535 W. Highland Ave. San Bernardino CA 92411; (909) 909-880-6824

**California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE)**

The CaPROMISE is a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. The goal of CaPROMISE is increased self-sufficiency for SSI children and their families. CaPROMISE is a research study which is attempting to address the primary barriers to successful employment for transitioning youth with disabilities on SSI. This project identifies youth ages 14 to 16 who are SSI recipients and randomly assigns them either to a control group who will receive typical services or to a participant group in which they will receive usual typical services plus CaPROMISE augmented services.

**Paid Internship Program (PIP)**

The Paid Internship Program (PIP) is a collaborative effort between Inland Regional Center and the San Bernardino City USD Transition Services. The purpose of the program is to increase the vocational skills and the abilities of the individuals served who choose, via the individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive Integrated Employment (CIE). Participants have an opportunity to use a maximum of $10,400 per fiscal year for their wages and payroll expenses at a position in an integrated setting for those individuals 18 and above.

**Transition Partnership Program (TPP)**

The Transition Partnership Program (TPP) builds partnerships between LEAs and the Department of Rehabilitation (DOR) for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education through Potentially Eligible (PE) and Vocational Rehabilitation (VR) services.

**We Can Work**

We Can Work is a partnership between San Bernardino City USD and Department of Rehabilitation (DOR) Blind Field Services. In this model participants with identified with Visual Impairments (VI) are provided minimum wage work experience opportunities and, if ongoing services are necessary, move into Vocational Rehabilitation (VR) services prior to school exit.

**WorkAbility (WAI)**

WorkAbility (WAI) is a nationally recognized school-to-work program that provides pre-employment skills, employment training, and follow-up for high school students in special education who are making the transition from school to work. Students with a current IEP may apply. Eligible high school students are paid minimum wage while working in the community to gain the employment skills.

**Inland Regional Center (IRC) Core Partners:**

* + Vince Toms, Community Services Director
  + Felipe Garcia, Children’s and Transition Director
  + Robert Garcia, Transition Program Manager 909-890-3224 rgarcia@inlandrc.org
  + Andrew Burdick, Employment Specialist 909-890-3120 aburdick@inlandrc.org
  + Beth Crane, Employment Specialist 909-890-3499 bcrane@inlandrc.org

**IRC Contact Info:**

* *Inland Regional Center*: 1365 S. Waterman Ave, San Bernardino, CA 92408; (909) 890-3000

# Roles and Responsibilities

Person-Centered Planning (PCP) is a process-oriented approach to empowering individuals with disabilities. PCP has a primary focus on people and their needs by putting them in charge of defining the direction for their lives, not on the systems which may or may not be available to provide services. This ultimately leads to greater inclusion as valued members of both community and society.

The PCP process is a collaborative effort and includes input from individuals involved in every aspect of the individual’s life including family, friends, school, and support agencies. This process, with the addition of other transition assessment tools, will play a critical role in addressing the individualized vocational needs possessed by those within the ID/DD population. Partners will collaborate and share information by attending meetings, sharing assessment information and reports, and by aligning agency plans to reflect the same vocational and transition goals. Duplication of services will be reduced by defining the roles and responsibilities of each agency partner at different points in the individual’s education and transition to CIE.

Services will be provided to Students with Disabilities (SWD) and Youth with Disabilities (YWD) based on the criteria referenced below.

* **SWD: Students (Ages 16-21) in secondary school**
  + **LEA**

***16-17:*** Develop and refine an Individual Transition Plan (ITP) based on the information gathered during the PCP process and other transition assessment tools. Provide Pre-Employment Transition Skills (Pre-ETS) training and work experience opportunities as appropriate. Assess progress toward CIE readiness per district grading period. Refer to CTE/ ROP classes as appropriate. Maintain ongoing collaboration with IRC and DOR.

***18-21:*** Continue services listed above in the adult transition program setting including community colleges (WORC program and WORC Academy). Facilitate agency linkages and transition services to support agencies. Make referrals to appropriate agencies and or employers as needed.

***\*\* Provide training and updates for teachers, parents, students, and partners as appropriate.***

* + **ROP**

Provide CTE class offerings to youth with disabilities. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CTE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Participate in school district administrative meetings to collaborate about effective CTE class offerings for high school students.

* + **IRC**

***16-17:*** Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process and ongoing collaboration with the LEA. Provide generic services as appropriate to address vocational barriers while in school.

***18-21:*** Attend exit IEP to determine appropriate transition services. Refer students who have a desire to work to DOR and or to community rehabilitation programs for additional training as appropriate.

***\*\* Provide training and updates for service coordinators, clients, parents, and partners as appropriate.***

* + **DOR**

***16-17:*** Develop an Individual Plan for Employment (IPE) for students in programs linked to DOR services (Potentially Eligible (PE), Ca PROMISE, TPP, CCi), and provide work experience to the potentially eligible students based on the information gathered during the Person-Centered Planning (PCP) process, other transition assessment tools and collaboration with the LEA.

***18-21:*** Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Attend exit IEP as appropriate. Placement in a business with needed supports for CIE ready students and refer to community rehabilitation programs for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

***\*\*Provide training and updates for counselors, service coordinators, clients, parents, and partners as appropriate.***

* + **Community Colleges**

Offer support and accommodations through the Disability Programs and Services (DPS) office. Offer enrichment and Career Education (CE) classes. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Provide support to DOR clients as the employer of record for work experience.

* **YWD: Individuals (Ages 18–24) and not in secondary school**
  + **LEA**

Provide assessment information and records gathered to IRC/ DOR regarding the student’s readiness for CIE. Provide follow-up support to students 2 years past exiting or aging out of high school. Provide agency linkages to support agencies.

* + **ROP**

Provide CTE class offerings to youth with disabilities. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CTE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Participate in school district administrative meetings to collaborate about effective CTE class offerings for high school students.

* + **IRC**

Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process. Refer students who have a desire to work to DOR and/or to community rehabilitation programs for additional training as appropriate.

***22-24:*** Subminimum wage restriction. Requires Career Counseling information and Referral (CCI&R) from DOR.

***\*\* Provide training and updates for service coordinators, clients, parents, and partners as appropriate.***

* + **DOR**

Develop an Individual Plan for Employment (IPE) based on the information gathered during the PCP process. Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Placement in a business with needed supports for CIE ready students and refer to community rehabilitation programs for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

***22-24:*** Subminimum wage restriction. Requires Career Counseling information and Referral (CCI&R).

***\*\* Provide training and updates for counselors, service coordinators, clients, parents, and partners as appropriate.***

* + **Community Colleges**

Offer support and accommodations through the Disability Programs and Services (DPS) office. Offer enrichment and Career Education (CE) classes. Develop and implement class offerings to support the local community rehabilitation programs, i.e. job coaching, targeted instruction, conducting assessment, behavior management, etc. Develop and implement CE class offerings to enhance workplace skills for students with ID/DD, i.e. foundational employment skills, self-determination, workplace technology etc. Provide support to DOR clients as the employer of record for work experience.

# Referral and Intake

A goal of the West End Local Partnership Agreement Collaborative (WELPAC) is to streamline the referral process collectively established between the LEAs, IRC, DOR, and other community partner agencies that provide services to individuals with ID/DD.

Best practice is for the LEA to refer all Regional Center clients to IRC for services 6-9 months prior to the student exiting high school. IRC will attend any IEP including the exit IEP if available. IRC will refer all students who want to work to DOR for vocational rehabilitation services. The LEA will refer students who want to work and are not Regional Center clients to DOR 6 months prior to the student exiting high school. DOR will attend any IEP including the exit IEP if available. Referrals will include agreed upon assessment data.

Regional Center will attend any IEP if available.

**IRC Clients Seeking** **Competitive Integrated Employment**

*LEA 🡪 IRC 🡪 DOR (Youth is CIE ready) 🡪 Supported Employment/*

*WDD* *🡪 Linkages to Employers and Certificate Training Programs*

*LEA 🡪 IRC 🡪 DOR (Youth is not CIE ready) 🡪 Assessment and or Work Activity Program*

**IRC Clients Not Seeking Competitive Integrated Employment**

*LEA 🡪 IRC 🡪 Adult Day Program/ Tailored Day Services*

The forms to be utilized for these purposes are referenced below.

**Exhibit A - LEA Referral Form to Inland Regional Center (IRC)**

**Exhibit B - IRC Referral Form to Department of Rehabilitation (DOR)**

Alternatively, students with disabilities may be referred to the DOR for VR services by way of placement in a Transition Partnership Program class or using the referral form referenced below.

**Students Seeking Competitive Integrated Employment**

*LEA 🡪 DOR (Youth is ready for CIE) 🡪 Supported Employment/ WDD🡪 Linkages to Employers and Certificate Training Programs*

*LEA 🡪 DOR (Youth is not ready for CIE) 🡪 Assessment and or Employment Training Program*

**Exhibit C – LEA Referral Form to DOR**

# Communication

**Informational**

The SBCLPAC will maintain ongoing communication amongst all core partners. Meetings will be held quarterly to collaborate on best practices related to CIE preparation, conducting assessment, documentation and referral, training opportunities, and sharing resources.

* The SBCLPAC will develop a parent flyer describing agency supports, the referral process, and agency contact information.
* The SBCLPAC will develop a chart of acronyms.
* The SBCLPAC shall use the WINTAC resource for ongoing training and support.

**Functional:**

* SBCLPAC will meet at mutually agreed upon intervals.
* A flow chart defining the leadership of the LPA with contact information.
* The process for updating the LPA will be done based upon statute of regulatory change or as needed.

**System Measures**

* Please refer to DOR Inland Empire District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with ID/DD.
* LEA will complete data tracking of youth population with ID/DD who are nearing school exit.
* DOR will utilize the Aware database to track ID/DD outcomes.
* DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
* IRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information to the SBCLPAC accordingly.

# Goals

SBCLPAC:

* Implement a common referral form within the high schools.
* Develop common assessments related to CIE to be implemented within the high schools.
* Develop a resource to give parents and students at the exit IEP describing the referral process, terminology, and agency supports available to them.
* Enhance employment opportunities to the consumers we are serving (youth, regional center clients, and students with disabilities).
* Training:
  + Training programs, life skills, transportation training, etc.
  + School staff
  + Communication and coordination (including all SELPAs)
  + Sharing the changes that are impacting as received by each LPA partner
  + Identify audience and develop LPA materials

| DOR Inland Empire District Core Partners: |
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| Robert Loeun, District Administrator |
| Thomas Darby, Supervisor |
| Alfonso Jimenez, Team Manager |
| LEA Core Partners: |
| Dr. Howana Lundy, Special Education Director,  San Bernardino City USD/SELPA |
| Chris LeRoy, Transition Services Program |
| IRC Core Partners: |
| Vince Toms, Community Services Director |
| Felipe Garcia, Director of Children and Transition |
| Robert Garcia, Program Manager |
| Andrew Burdick, Employment Specialist |
| Beth Crane, Employment Specialist |