

# **Local Partnership Agreement – Ventura County**

In Support of the CA Competitive Integrated Employment Blueprint for Change

**Effective: July 1, 2018**

## **I. Intent/Purpose**

The purpose of this Local Partnership Agreement (LPA) is to enhance, leverage and sequence existing services to support and empower students and adults with intellectual and developmental disabilities to make informed choices for Competitive Integrated Employment (CIE) opportunities.

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

The core partners are agencies that follow specific state and federal laws that guide how they support individuals with disabilities along the five fundamental “pathways” to career development. These pathways include support of: 1) transition-age youth, 2) adult services, 3) post-secondary education, 4) employment services; and 5) business partner engagement.

### **Core Partners:**

Department of Rehabilitation Santa Barbara District

- Oxnard/Ventura Branch
- Thousand Oaks Branch

Tri-Counties Regional Center

- Oxnard Office
- Simi Valley Office

Ventura County Special Education Local Plan Area (SELPA) WorkAbility Programs

- Conejo Valley Unified School District (CVUSD) – Project #207-02
- Las Virgenes Unified School District (LVUSD) – Project #224-01
- Ventura County Special Education Local Plan Area (SELPA) – Project #034-02

Fillmore Unified School District (FUSD)  
Moorpark Unified School District (MUSD)  
Oxnard Union High School District (OUHSD)  
Santa Paula Unified School District (SPUSD)  
Simi Valley Unified School District (SVUSD)  
Ventura Unified School District (VUSD)  
Ventura County Office of Education (VCOE)  
Oak Park Unified School District (OPUSD)

Local Partnership Agreement

Ojai Unified School District (OUSD)  
Non-Public Schools (NPS)  
Passageway School  
Casa Pacifica

*Links to Core Partner Contact Information:*

- *Department of Rehabilitation - Ventura County Offices*
- *Tri-Counties Regional Center*
- *Ventura County SELPA Member Districts*

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

Community partners are local agencies that play a critical role in supporting individuals with disabilities in their pathways to employment. In collaboration with the core partners, community partners may share resources, support interagency coordination and educate or cross-train staff.

#### **Community Partners:**

##### **Advocacy Support**

- Autism Society Ventura County
- Disability Rights California (Office of Clients' Rights Advocacy)
- El Concilio Family Services
- Mixteco Indigenes Community Organizing Project (MICOP)
- Self-Help Legal Access of Ventura County Superior Courts
- State Council for Developmental Disabilities
- Tri-County GLAD

##### **Basic Needs**

- 211
- Area Housing Authorities
- FOOD Share
- Homelessness Prevention and Rapid Re-Housing Program (HPRP)

##### **Benefits Planning**

- Social Security Administration

##### **Employment and Vocational Service Providers**

- 24Hr HomeCare
- Actors for Autism
- Ballard Vocational Services
- Candelaria American Indian Council
- Cole Vocational Services
- Goodwill Industries of Ventura and Santa Barbara
- Institute for Applied Behavior Analysis
- Jay Nolan Community Services
- Oceanview Adult Day Program
- PathPoint
- People Creating Success
- Simi Oaks
- Social Vocational Services
- Spark Program
- The Arc of Ventura County
- The Salvation Army
- Villa Esperanza Services

## Local Partnership Agreement

Westview Services  
Health and Medical Services  
American Indian Health & Services  
Clínicas del Camino Real  
Gold Coast Health Plan  
Life After Brain Injury  
Tri-County Mobility  
Ventura County Public Health  
Post-secondary and Adult Education  
Ventura County Community College District  
Moorpark College ACCESS  
Oxnard College Educational Assistance Center  
Ventura College Educational Assistance Center  
Ventura County Adult Education  
Conejo Valley Adult Education  
Oxnard Adult School  
Simi Institute for Career and Education  
Ventura Adult and Continuing Education  
Los Angeles Community College District  
Los Angeles City College Office of Special Services  
Pierce College Special Services Program  
Rainbow Connection Family Resource Center  
Social, Emotional and Behavioral Support Providers  
CITY Impact  
Interface  
STAR of California  
TAY Tunnel  
Turning Point Foundation  
United Parents  
Ventura County Behavioral Health  
Ventura County Department of Health and Human Services  
Supported and Independent Living Services  
Among Friends  
Channel Island Social Services  
Independent Living Resource Center  
People Creating Success  
Transportation Services and Training  
Mobility Management Partners  
R&D Transportation  
Workforce Investment Agencies  
Employment Development Department (EDD)

Ventura County Workforce Development Board  
Ventura County Office of Education Career Education Center (CEC)  
West Valley Occupational Center

#### **IV. Roles and Responsibilities of Core Partner Agencies**

Each core partner agency utilizes an individualized person-centered approach to support individuals in achieving competitive integrated employment. This process occurs during the development of the Individualized Plan for Employment (IPE), the Individualized Program Plan (IPP), and the Individualized Education Program (IEP). Individuals may receive services from any or all core partner agencies solely or concurrently based on each agency's assessment and eligibility processes.

Core partners in the Local Partnership Agreement (LPA) are committed to:

- Participating in each agency's planning meetings, when invited, to best serve the needs of the individual;
- Collaborating to enhance school-to-work transition planning (including interagency attendance at planning meetings) and facilitation of the regional center funded Paid Internship Program;
- Identifying and implementing emerging, effective and exemplary practices specific to employment of individuals with intellectual and developmental disabilities.
- Streamlining referral processes to minimize duplication of services; and
- Optimizing partner resources.

##### **A. Department of Rehabilitation Santa Barbara District**

#### **1. Referral and Eligibility**

To be eligible for DOR services, an individual a) must have a physical or mental impairment that substantially impedes his or her ability to secure employment; b) must require DOR services to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice; and c) must be able to benefit from DOR services in terms of a competitive, integrated employment outcome. For students, this would mean that the student needs to be of an age when he or she can obtain a work permit (usually 15 years old or older.)

There are three requirements that comprise the DOR application process:

a) Request DOR services in one of the following ways:

- 1) Contact the local DOR office in your area. Complete and sign form DR 222 – Vocational Rehabilitation Services Application; or
- 2) Apply for services online at the DOR website: [www.dor.ca.gov](http://www.dor.ca.gov) or print an application from the DOR website and mail the completed form DR 222 – Vocational Rehabilitation Services Application to your local DOR office.

b) Provide DOR with necessary information to begin an assessment to determine eligibility and priority for services.

c) Be available to complete the assessment process. This includes activities such as attending the initial interview, watching an orientation video, participating in the evaluation of skills and capabilities, and completing any actions by the consumer that are needed for this process to conclude.

In the Eligibility process, the consumer and DOR counselor will:

- a) Obtain and review medical and other information to determine how the consumer's disability or combination of disabilities affect his or her ability to work; and
- b) Determine how DOR services can help the consumer to establish and maintain employment.

Once DOR receives complete information about the consumer's disability, the counselor will make a determination of eligibility for DOR services and will notify the consumer in writing. The timeline for determining eligibility is 60 days from application but may be extended if needed information is not received or is incomplete and the counselor and consumer agree to a new date for the eligibility decision to be made.

## **2. Planning**

The Individualized Plan for Employment (IPE) process: The IPE is a term used by DOR to refer to the contract between the consumer and DOR. It

consists of identifying the consumer's specific job goal and the services and supports DOR has agreed to provide to assist the consumer to meet this job goal. It lists the specific action steps the consumer and counselor will take to train for or obtain employment, timelines for step completion, and measurement of success for completion of the IPE.

The IPE is developed in collaboration with the consumer the DOR counselor, and other stakeholders who may assist in achieving the employment goal. It takes into consideration the information gathered during the eligibility and assessment process and highlights the consumer's unique strengths, abilities, interests, concerns, and informed choice. For students in Secondary Education who are consumers of DOR, the IPE should be developed prior to completing school. The timeline for developing the IPE is usually 90 days after eligibility has been determined.

### **3. Employment Programs and Services**

TRANSITION PARTNERSHIP PROGRAM (TPP) – Cooperative Contracts between school districts and DOR guide the referral process to TPP Employment Services. Referrals are made by the LEA-TPP team to DOR. LEA staff, student and parents make the decision on the best time to refer to DOR. In cases where programs cross district boundaries, collaboration takes place to ensure the DOR consumer receives essential services.

WORKABILITY III – A cooperative contract between the Community College district and DOR guides the referral process to Workability III Employment Services. A referral is made by the Workability III Cooperative Contract team to DOR. Workability III Cooperative Contract team decides on the best time to refer to DOR.

SUPPORTED EMPLOYMENT (SE) – These services, usually provided in collaboration with the local Regional Center, are designed to offer additional support over an extended time to achieve CIE outcomes. Typically, it involves exploration of individual interest and abilities, job placement, and intensive job coaching at the place of employment to assist the individual to learn and master essential job duties. Funding for these additional supports is initially provided by DOR and transitioned to TCRC for continuing extended support.

At any time, individuals may contact DOR directly to request supported employment services. Typically, the Regional Center service coordinator

## Local Partnership Agreement

will contact the DOR Supported Employment Counselor with referral information, prepared after the consumer has stated that he or she would like to obtain employment and is nearing exit from the secondary education system. Referral information includes copies of the most recent IEP, IPP, information about functional capacities, any work experience or exploration activities done to date, and any other helpful information for vocational planning.

**ON-THE-JOB TRAINING (OJT)** – This is a work incentive in the form of a stipend paid to an employer to provide on-the-job training. Job coaching may also be provided in conjunction with an OJT, when appropriate, to support stabilization of employment.

**APPRENTICESHIPS AND INTERNSHIPS** – These assist consumers in seeking and obtaining valuable hands-on training from existing apprenticeship or internship opportunities. Job coaching may be provided as a support.

**EMPLOYMENT PREPARATION** – This service provides guidance in job seeking skills such as resume development, interview skills and soft skills involved in job search.

**JOB PLACEMENT AND RETENTION** – This service provides assistance with seeking and obtaining employment matching the individual's interests and abilities. Retention is follow-up to ensure job stabilization and continued employment.

**ASSISTIVE TECHNOLOGY (AT)** – Any equipment or devices that may assist a DOR consumer in performance of their essential job duties. This typically includes technology assessment and training on items that may be customized or off-the-shelf.

**POST-SECONDARY EDUCATION AND VOCATIONAL TRAINING** – Support may include assisting consumers in their post-secondary and vocational training endeavors as needed to achieve their identified employment goals.



DOR STUDENT SERVICES – Secondary and post-secondary students ages 16-21 with an IEP, 504, or considered to have a disabling condition may be referred for DOR Student Services. Student Services offered are: job exploration counseling, work-based learning experience, post-secondary education counseling, workplace readiness training and self-advocacy. Student Services may be requested by staff, parents or self-referral using the DR203 Student Services Request form.

B. Tri-Counties Regional Center (TCRC)

**1. Referral and Eligibility**

Regional Center services are available to an individual with a developmental disability that begins before the person's 18th birthday, is expected to continue indefinitely and presents a substantial disability as defined in Section 4512 of the California Welfare and Institutions Code. Eligibility is established through diagnosis and assessment performed by regional centers.

WIC 4512 (a) "Developmental disability" means a disability that originates before an individual attains 18 years of age; continues, or can be expected to continue, indefinitely; and constitutes a substantial disability for that individual. As defined by the Director of Developmental Services, in consultation with the Superintendent of Public Instruction, this term shall include intellectual disability, cerebral palsy, epilepsy, and autism. This term shall also include disabling conditions 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.

**2. Planning**

The person-centered [Individual Program Plan \(IPP\)](#) 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.

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, which includes and is directed by the individual, decides what needs to be done, by whom, when, and how, if the individual is to work toward the preferred future. The document known as the Individual Program Plan (IPP) is a record of the agreements made by the planning team.

### **3. Employment Programs and Services**

**PAID INTERNSHIP PROGRAM (PIP)** - A Paid Internship Program (PIP) is available to job seekers and students 18 years of age and older served by Tri-Counties Regional Center who want to work full or part-time, become self-employed, start a small business or develop skills as an apprentice. The program funds up to \$10,400 per internship for wages and employer costs. The intent of the program is to increase opportunities for Competitive Integrated Employment (CIE).

**COMPETITIVE INTEGRATED EMPLOYMENT (CIE)** - Competitive Integrated Employment (CIE) is not a service, but rather it is the preferred outcome for all employment services. TCRC offers support to obtain and maintain CIE for individuals who have completed secondary school services and are no longer eligible for services under the IDEA or for students who have successfully transitioned from the Department of Rehabilitation.

**MICRO-ENTERPRISE AND BUSINESS SUPPORT** - TCRC offers interest free loans of up to \$1000 for individuals who need start-up funds for small businesses. These services are available to individuals who have completed secondary school services and are no longer eligible for services under the IDEA and have a goal of starting their own small business. Loan applications are completed by TCRC Service Coordinators after the planning team agrees that a micro-enterprise loan will help the individual reach his or her employment goal.

**INDIVIDUAL SUPPORTED EMPLOYMENT (ISE) - TCRC's Individual Supported Employment (ISE) services are designed to assist job seekers in obtaining and maintaining CIE. Supports may include a process of discovering an individual's strengths, talents and interests; person centered planning for employment; business planning and micro-enterprise support; training in soft skills (e.g. workplace communication, professionalism and attitude, teamwork and problem solving), transportation, employment preparation, and job-specific skills; paid work experience and internships; job development and placement; and job coaching or on-the-job training and support. These services are available to individuals who have completed secondary school services and are no longer eligible for services under the IDEA or for students who have successfully transitioned from the Department of Rehabilitation.**

**BRAIDED DAY SERVICES - Braided Day Services are creative vocational day service opportunities for people who may have unique needs and challenges which necessitate individualized and flexible schedules. This enables staff to support them in a way that honors and nurtures individual skills and talents which will lead to competitive integrated employment (CIE). The program focuses on pre-employment skills training, soft skills training, and community integration including paid and volunteer positions within the community with the end goal of securing long-term competitive employment. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.**

**GROUP SUPPORTED EMPLOYMENT (GSE) - Group Supported Employment (GSE) is not intended to be a permanent employment option for individuals with intellectual and developmental disabilities, but rather a time-limited bridge to CIE. The goal of GSE is to provide work experience and employment preparation foundational services that will result in successful transition to individual employment in the community. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.**

**COMMUNITY INTEGRATION TRAINING PROGRAM (CITP) - Community Integration Training Programs (CITPs) typically provide support that is focused on enabling individuals to attain or maintain maximum ability and may be coordinated with other services. CITPs that provide employment services offer alternatives to traditional day programs and allow flexibility to create new programs that meet individualized or newly identified needs for**

employment services and support. This service is available to individuals who have completed secondary education and are no longer eligible for services under the IDEA.

C. Ventura County Special Education Local Plan Area (SELPA)

**1. Referral and Eligibility**

Special Education (Individualized Education Program) - A parent, teacher, service provider, or student age 18 or older can begin a referral for evaluation. When a request is made, the LEA has 15 days to respond. The district will either develop an assessment plan or will inform that the district declines to initiate assessment at this time and give reasons why. If an evaluation is recommended, a parent or adult student must give consent in writing and once that consent has been received, the district has 60 days to complete the assessment(s) and hold the IEP meeting. If the student is eligible and needs Special Education services, an IEP will be developed.

Section 504 Plan - A parent, teacher, service provider, or student age 18 or older can begin a referral for evaluation. When a request is made, the LEA will either develop an assessment plan or will inform, in writing, that the district declines to initiate assessment at this time and give reasons why. If an evaluation is recommended, a parent or adult student must give consent in writing to complete the assessment(s) and hold the 504 meeting. If the student is eligible, a 504 plan will be developed.

**2. Planning**

A transition plan is the driving force of the IEP for students with IEPs, ages 15-22. The transition plan outlines a student's individual abilities and interests, post-secondary education and employment goals, agency involvement, a course of study and services to meet the goals.

DIPLOMA - Graduation Requirements for students attending a comprehensive high school vary slightly within each LEA, which meet California Ed Code Requirements. The diploma course of study supports education, training and employment goals and is designed to meet graduation requirements. This provides students with preparation and opportunity for employment, vocational education and post-secondary education at colleges and universities.

**CERTIFICATE OF COMPLETION** - Students can participate in Adult Transition/Post-Secondary Programs funded by their school district if they have an IEP and have not graduated with a diploma until their 22nd birthday. Such programs focus on community-based instruction and may include an emphasis on independent living skills. The students often spend a portion of their school day in the community learning functional living skills and/or in some vocational settings, learning job skills. The program may include volunteer and/or paid employment opportunities

### **3. School to Career Programs and Services**

**WORKABILITY I** - WorkAbility I provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living and postsecondary education or training. Ventura County SELPA district students ages 14-22 with IEPs may be served through WorkAbility I. The referral process to Workability may vary amongst LEAs and must be in accordance with district policies and procedures. Contact the Special Education Department in your local school district to be connected to the WorkAbility I Project Coordinator.

**TRANSITION PARTNERSHIP PROGRAM (TPP)** – Las Virgenes Unified School District, Oxnard Union High School District and Ventura Unified School District have TPPs. Students with an IEP may be eligible and are generally referred during junior year to participate senior year. Referrals can be generated by their teacher or case manager. TPP is a contract with the Department of Rehabilitation and a school district to provide transition services.

**CAREER EDUCATION CENTER/ REGIONAL OCCUPATIONAL PROGRAM (CEC/ROP)** - The Career Education Center provides college to career pathways beginning in middle school and connecting to high school, CEC courses, community college, university coursework and industry employment. The program helps prepare students with disabilities (IEPs and 504s) with the knowledge and skills to pursue CIE, careers and Post-Secondary Education to sustain a quality adult life driven by their individual interests, hopes, and dreams.

## **V. Communication and Information Sharing Processes**

### **A. Communication between Core and Community Partners**

Core and community LPA partners will meet as needed to identify training opportunities, share resources, and discuss emerging, effective and exemplary practices. Communication will occur through participation in new and existing forums which include, but are not limited to the following:

- American Job Centers of California Partners Meetings
- Behavioral Health Advisory Board
- Employment Task Force
- Interagency Transition Coordinating Council
- Peer Advocacy Team
- Ventura County Area Agency on Aging Community Advisory Meeting
- Ventura County Employment Collaborative
- Ventura County Pact
- Ventura County Transition Project
- Ventura County Workforce Development Board

The core partners, in collaboration with Rainbow Connection Family Resource Center, are mutually responsible for providing outreach and information to the Ventura County community about career development pathways for individuals with intellectual and developmental disabilities.

Core partners will review and evaluate the LPA at least annually and update as needed. The core partners will maintain the long-standing practice of promoting the advancement of competitive integrated employment through continued participation in the Ventura County Employment Collaborative and the Ventura County Transition Project.

### **B. Information Sharing and Coordination**

As available, data that does not identify individuals may be shared between the core partners in order to assess and improve services related to the development of career pathways.

When requested in writing with proper consent, core partners will share individual and person-centered plans and other employment related documents such as:

- Student Portfolios
- Career Assessments

## Local Partnership Agreement

- Resumes
- Employer Evaluations
- Exit Summaries
- Letters of Reference
- Internship or Apprenticeship Records
- Diplomas and Certificates Earned
- Education and Training History
- Benefits Planning Documents
- Online Career Exploration and Job Search Accounts
- Digital Badge Accounts
- Conservatorship and Educational Rights Documents