SCLARC

Connecting with our Families

2500 S. Western Ave., LA 90018 • 213. 744. 7000 • www.sclarc.org



WHAT IS REGIONAL CENTER?

- 21 Regional Centers serve all of California
- 7 Regional Centers cover Los Angeles County
- Regional Centers are private, non-profit agencies funded by the State Department of Developmental Services (DDS)
- Regional Centers support infants, children and adults with intellectual and/or developmental disabilities regardless of income or legal status.

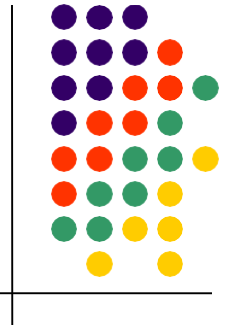


WHAT ARE "DEVELOPMENTAL DISABILITIES"?



- Must occur during the "developmental period" from birth to 18 years.
- Must constitute a "substantial disability" in a person's ability to care for their own needs.
- Is likely to continue as a lifelong condition.
- Is attributed to primary conditions defined in 5 categories.
  1. Autism
  2. Cerebral Palsy
  3. Epilepsy or Seizure Disorder
  4. Intellectual Disability (formerly known as mental retardation)
  5. The "Fifth Category"

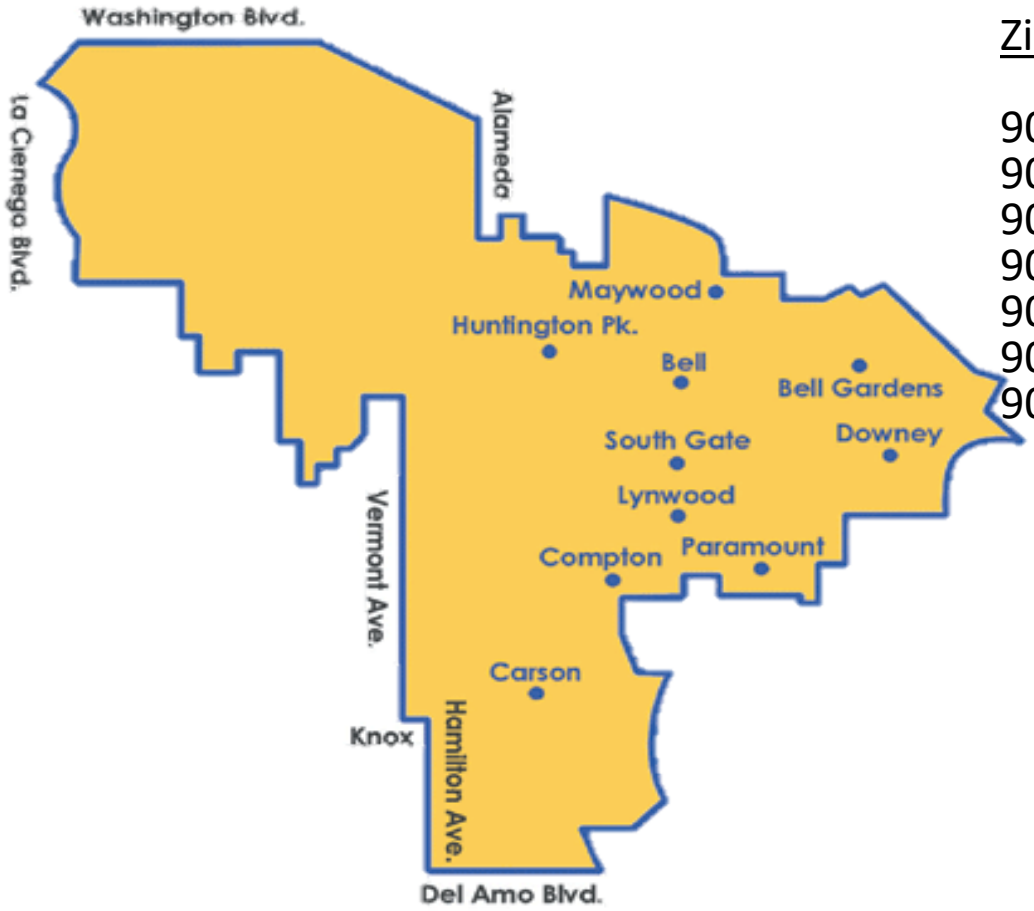
WHO IS ELIGIBLE?



- Income is not a factor for eligibility.
- Services are provided for free, once found eligible.
- Services are provided regardless of citizenship or residency status – consumers can receive services if they are undocumented.

WHAT AREAS IN LOS ANGELES COUNTY DOES SCLARC SERVE?

Each Regional Center serves a specific geographic area. SCLARC serves the areas indicated on the map.



Zip Codes covered by SCLARC:

90001, 90002, 90003, 90007*, 90008, 90011*, 90016*, 90018, 90037, 90043, 90044**, 90047**, 90056**, 90058*, 90059, 90061, 90062, 90201, 90220, 90221, 90222, 90240, 90241, 90242, 90248**, 90255, 90262, 90270, 90280, 90723, 90746

*Service Area shared with Lanterman Regional Center

** Service Area shared with Westside Regional Center

HOW DO YOU RECEIVE REGIONAL CENTER SERVICES? OVER AGE 3

- A person can qualify for services at any age, however, the person must be diagnosed with an intellectual and/or a developmental disability **before the age of 18**.
  - Autism
  - Cerebral Palsy
  - Epilepsy or Seizure Disorder
  - Intellectual Disability (formerly known as mental retardation)
  - The "Fifth Category" of developmental disability, which includes those conditions closely related to an intellectual disability that require similar treatment, intervention, and support.



- Regional centers do not provide support to persons who are only diagnosed with a mental illness (i.e. depression, schizophrenia), have a learning disability (i.e. dyslexia, auditory processing disorder), are only deaf or blind, or only have a speech disorder.

INTAKE PROCESS



- If you think a person may be eligible for services, call SCLARC at (213) 744-7000 and ask for "Intake".
  - 3 and Above – Regular Intake
- Intake Worker completes an initial telephone screening and schedules an appointment for an office visit if needed.
- Helpful to bring any documentation that indicates why the person may meet eligibility criteria.
  - Medical records
  - Psychological/ Psychiatric Evaluations
  - School records (IEP's, report cards, etc.)

INTAKE CONTINUED

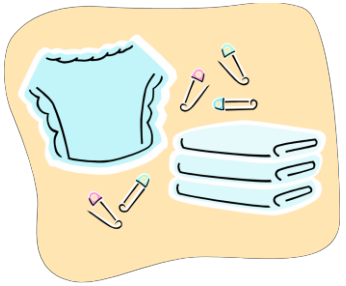


- Intake Service Coordinator (SC) will interview the potential client and family and complete a psycho-social assessment within **15 days of initial request for screening.**
- Other clinicians, such as a psychologist, physician, OT/PT, or others may also assess the prospective client if needed.
- In some cases, Intake may observe the individual in the community, i.e. in school, to ensure an accurate assessment.
- Finally a "Core Staffing Team" comprised of clinicians, managers, and the Intake SC will make a determination regarding eligibility.
- For those not found eligible, referrals will be made to appropriate alternative resources in the community.
- The intake process for ages 3 and older generally **takes 45-120 days to complete**.
- Birth to three cases are reviewed by the Early Start Eligibility Team which **generally takes 45 days to complete.**
- Please note that SCLARC takes great care to avoid a misdiagnosis of a developmental disability and labeling a person erroneously.

SUPPORTS

- Family Resource Center
  - Parent Support Groups
  - Educational Parent Trainings
- Educational advocacy support
- Help with finding needed community resources – bus tokens, food, diapers
- Trainings
  - Behavior Management
  - Nutrition & Wellness
- Presentations in the community
- Dental clinics
- Support to judicially involved & incarcerated consumers





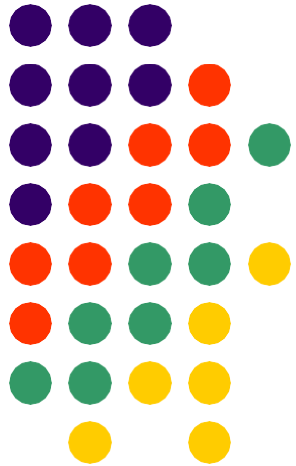
SERVICES PROVIDED

- Vendored services may include:
  - Vocational adult day programs
  - Residential placement
  - Independent living services
  - Infant development programs
  - Behavior management programs
  - Respite services
  - Transportation services



EMPLOYMENT FIRST

Making Access to Integrated,
Competitive Employment a Priority



COMPETITIVE INTEGRATED EMPLOYMENT



People with disabilities have the same right to work at a job that pays them minimum wage or more, in place that has people with and without disabilities working together, and provides chances to get raises and promotions, as people without disabilities.

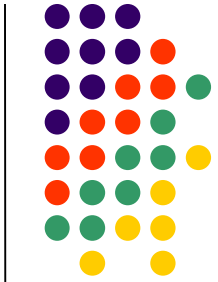
CA EMPLOYMENT FIRST POLICY



- To enable persons with developmental disabilities to approximate the pattern of everyday living available to people without disabilities of the same age;
- To support the integration of persons with developmental disabilities into the mainstream life of the community;
- To bring about more independent, productive, and normal lives for the persons served

AB 1041, October 2013

WORKFORCE INNOVATION & OPPORTUNITY ACT



- The federal Workforce Innovation & Opportunity Act (WIOA), signed by Presented Obama in July 2015, is designed to strengthen American's workforce

- WIOA helps job seekers succeed in the labor market by providing access to employment, education, training, and support services while matching employers with the skilled workers they need to compete in the economy.

GOALS OF EMPLOYMENT FIRST & WIOA

- Community-based, integrated employment.
- Moving away from sheltered workshops.
- Encourage consumers to be a active member of their community.
- Ending subminimum wage employment for consumers.



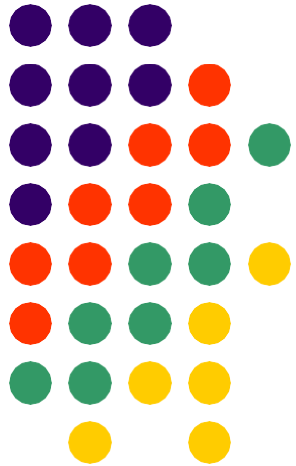
ROLE OF REGIONAL CENTER



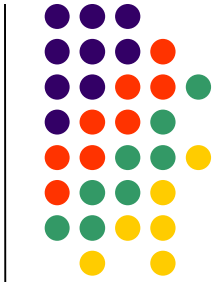
Regional centers shall provide consumers 16 years of age or older and, when appropriate, their parents, legal guardians, conservators, or authorized representative with information, in an understandable form, about the Employment First Policy options for integrated competitive employment, and services and supports including postsecondary education that are available to enable the consumer to transition from school to work, and to achieve the outcomes of obtaining and maintaining integrated competitive employment {WIC 4869 (c)}

ROLE OF THE SERVICE COORDINATOR

How Regional Center and Families are Connected



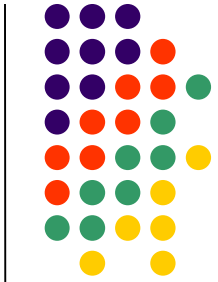
ROLE OF THE SERVICE COORDINATOR IN EMPLOYMENT FIRST



Ages 5-13

- SC should encourage parents to help build the necessary skills required for career success at home.
- SC should encourage parents to help build essential soft skills required for career success.

ROLE OF THE SERVICE COORDINATOR IN EMPLOYMENT FIRST

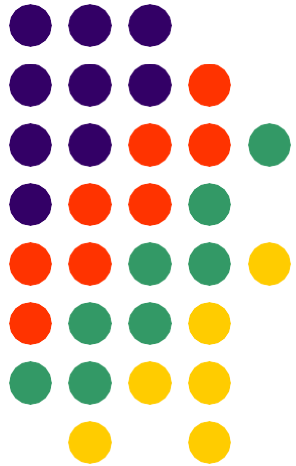


Ages 18-22

- SCs are responsible for providing the IEP or Transition team, including families, with resource information and links to agencies that provide:
  - Employment services
  - Independent living
  - Training programs, such as Career Training Centers(CTE)
  - Mobility training
  - Transportation
  - And other options

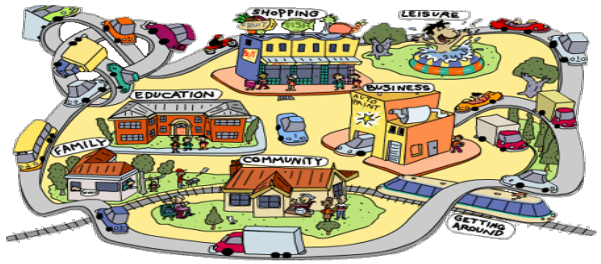
TRANSITION PLANNING

Planning for life beyond school



PLANNING FOR TRANSITION TO ADULTHOOD

- Is helping the student develop the skills, obtain services and supports necessary for him/her to function adequately as an adult.
- At home
- In the community
- At work or a specific day activity.







THE TRANSITION PROCESS

- **The School District** is to prepare the student for transition by developing employment and adult life skill objectives as a part of the IEP/ITP.
- **DOR** is to provide each student with career counseling by identifying and tracking hands on skills while within the education setting

PARAMOUNT UNIFIED SCHOOL DISTRICT -1953-

50 Years of Service DOR DEPARTMENT of REHABILITATION 1963-2013

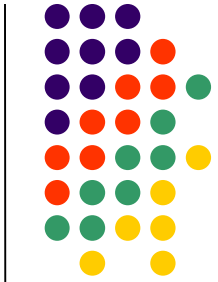
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REGIONAL CENTER TRANSITION

- Before or after the Exit IEP meeting the service coordinator is to meet with the student and family to develop a Person Center Plan (PCP). This plan help the SC identify and/or obtain services to facilitate the transition.
  - ILS Independent living skills
  - Safety and mobility training
  - Transportation
  - Housing
  - Work or day programs

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PLANNING FOR WORK



- Interest and abilities
- Preferences of Environments, Hours, Locations, Activities
- Accommodations and Supports
- Career Opportunities
- Potential Social Relationships
- Earnings and Benefits
- Transportation
- Long Range Plans

QUESTIONS?



Visit us online at: www.sclarc.org

SCLARC

South Central Los Angeles Regional Center

for persons with developmental disabilities, inc.

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