**Competitive Integrated Employment Blueprint**

**Local Partnership Agreement**

**Effective Period: March 2018 to 2021**

# I. Intent/Purpose

The purpose of the Local Partnership Agreement (LPA) for Competitive Integrated Employment (CIE), is to improve the levels of services and employment opportunities for individuals with disabilities through focusing on person-centered planning, streamlining the provision of services targeted for this population, and building creative collaborations among the Department of Rehabilitation (DOR), Local Education Agencies (LEA), Valley Mountain Regional Center (VMRC), community partners focused on employment and the business community at large.

This local Community of Practice (COP) will focus on improving the outcomes of individuals with disabilities. Activities for these individuals will focus on education and employment that will engage our stakeholders, employers and increase community awareness, abiding by the established prevailing wage, (i.e. goal setting, ongoing clear communication, sharing of resources, cross training and shared trainings).

# II. Identification of Core Partners

Participating core partners in the LPA: San Joaquin and Stanislaus Department of Rehabilitation, Valley Mountain Regional Center, local Special Education Local Plan Area (SELPA’s) /LEA’s.

**Department of Rehabilitation**

Stockton Branch, San Joaquin Valley District

Modesto Branch, San Joaquin Valley District

Blind Field Services

**Valley Mountain Regional Center**

Stockton Main Office,

San Joaquin Count Modesto Branch Office,

Stanislaus County San Andreas Branch Office, Amador, Calaveras, Tuolumne Counties

**LEA Core Partners**

Calaveras County Office of Education

Lodi Unified School District/SELPA

San Joaquin County SELPA

Stanislaus SELPA

Stockton Unified School District/SELPA

Tuolumne County Superintendent of Schools

*Attachment A: Core Partner Contact List*

*Attachment B: LPA Team Contact List*

# III. Identification of Community Partners and Resources

The primary role of the LPA will be the identification of the community partner agencies which play a critical role in serving individuals with disabilities.

The core partners: DOR, LEA, and VMRC will share coordination with local community partner providers and local businesses to develop and maintain the LPA based upon the local needs.

The LPA core members will agree to share resources, cross training, streamline the processes, collaborative staff development training and sharing of service information.

**Community Partners:**

Community partners may take the form of any local organization or stakeholders whose participation supports LPA objectives.

**Post-Secondary Education:**

San Joaquin Delta College/Community College (Include WorkAbility III)

Disabled Student Programs and Services (DSPS)

Modesto Junior College (DSPS)

**Public Community Services:**

County Behavioral Health, America’s Job Center, Work Net

**Private Non-Profit Social Services and Organizations:**

Independent Living Centers, Family Resource Network (FRN), Disability Resource Agency for Independent Living (DRAIL), Community Center for the Blind and Visually Impaired/Stockton, Department of Developmental Services (DDS), State Council on Developmental Disabilities (SCDD), NorCal Deaf Services.

*Attachment C: LPA Community Resources*

# IV. Roles and Responsibilities: Collaboration through Person-Centered Processes

The core partners agree that all plans will be reached through a Person-Centered approach.

Person-Centered planning is an approach to support an individual towards their preferred future. The preferred future is what the individual wants to do based on their needs, strengths, resources, priorities, concerns, abilities, capabilities, preferences, lifestyle, cultural background and informed choice. The person-centered planning process is an ongoing process and not one single meeting. A team of people who know the person best; family, friends and other identified resources of support can assist the consumer with the planning process and making informed decisions for their preferred future. This can occur during a DOR plan development meeting, when making decisions about the Individualized Plan for Employment (IPE), at the Regional Center during an Individualized Program Plan (IPP) meeting, and at the High School during an Individualized Educational Program (IEP) meeting.

**1. Referral and Intake Process to Core Partners**

The LPA shall ***streamline the referral process*** between the VMRC, DOR, LEAs, and other community partner agencies which provide services to individuals with disabilities by sharing the process, optimizing partner resources, determining the appropriate time to refer a student, and sharing program goals.

**REFERRAL TO DOR –Stockton Branch/Modesto Branch**

At the onset of orientation and/or initial interview the ID/DD (Intellectual Disability/Developmental Disability) participant will meet with a designated staff person to provide informational resources, which will provide general explanation of the particular community partners services and a point of contact.

**REFERRAL TO DOR – Stockton Branch**The LPA will recommend that the interested person (IP) contact the branch office nearest to their residence. Once contact is made, the interested person will be scheduled for orientation to begin the vocational rehabilitation process. If additional information is warranted, then they will be transferred to the Counselor of the Day.

**REFERRAL TO DOR & INTAKE PROCESS - Modesto Branch**

It is preferred that interested individuals are referred directly by VMRC or LEA to DOR utilizing a referral process described below:

VMRC referrals will be initiated by the Service Coordinators. A Referral Packet Checklist is completed and sent to DOR Supported Employment Liaison or point of contact for the local unit. After the referral is received by the designated DOR Liaison, the consumer will be scheduled for orientation and intake. Once the consumer attends the intake appointment, a case will be opened with the DOR to determine eligibility for services.

LEA students are referred to DOR through placement in a

Transition Partnership Program class, if available, or through

the use of the referral form. Once a referral is received by the

designated DOR liaison, the consumer will be assigned to

appropriate staff for intake scheduling. After the intake

appointment, a case will be opened with DOR to determine

eligibility and to provide services, if appropriate.

For Potentially Eligible (PE) referrals requesting Pre-Employment Transition Services (Pre-ETS), appropriate referral forms will be completed and forwarded to local DOR unit’s designated Student Services staff. Once received, designated Student Services staff will contact student to provide the services.

Note: It is important that VMRC or LEA has discussed with the consumer/family that a referral will be sent to DOR.

**REFERRAL TO TPP:**

The Transition Partnership Program (TPP) – Students are being referred to the TPP based on an IEP, 504 plans, or Potentially Eligible (PE). The referrals are during their sophomore, junior, and senior academic years. It can be initiated by their teachers, program specialist, and/or self-referral.

**REFERRAL TO WORKABILITY III (WAIII):**

The WAIII – Students are being referred to DOR when the DSPS Counselor has been made aware they have a disability and are in need of financial assistance. Once referred, they are scheduled to meet with the Rehabilitation Counselor twice a month on Wednesdays. The Rehabilitation Counselor will complete an orientation. Paperwork is given to the student for completion and the vocational process begins.

**What is the appropriate time to refer a student?**

It is best if the LPA communicate with DOR contact liaison to make that determination.

**Referral and Intake Process to VMRC**

VMRC purchases services such as respite, out-of-home placement, adult day programs, transportation, behavior intervention, infant development services, clinical, and diagnostic services for people with developmental disabilities.

A Developmental Disability is a diagnosis that constitutes substantial handicap that is expected to continue indefinitely. Developmental disabilities that are diagnosed by a medical professional prior to age of 18 include intellectual disability, cerebral palsy, epilepsy and autism. Also included is any disability requiring treatment similar to intellectual disability.

People are referred to VMRC by schools, hospitals, doctors, other medical professionals, families, self-referral, etc. When they or their families contact VMRC, persons three years of age or older are assigned an Intake Coordinator whose job is to acquaint the applicant and his/her family with VMRC and its services, coordinate the diagnostic and eligibility determination process, and provide any needed short-term interventions.

An interdisciplinary team consisting of the Intake Coordinator, various specialists, and the family, determines whether the applicant has a substantial handicap caused by a developmental disability. This process requires written evaluations and various diagnostic tests (usually at least a medical, psychological or developmental evaluation).

Children under three years of age are referred directly to an Early Start Intake Coordinator who begins the eligibility determination process. It is important to meet legally mandated timelines so that the child and family can begin receiving services as soon as possible.

**Who to Contact for Services:**

To refer a child or adult for an assessment of eligibility, call your VMRC office:

San Joaquin County call: (209) 473-0951

Stanislaus County call: (209) 529-2626

Amador, Calaveras and

Tuolumne County call: (209) 754-1871

**VMRC Supported Employment referral process**

*What is the appropriate time to refer a student*?

The appropriate time to begin an employment objective long-term goal is at the age of 14. During the Individualized Education Program (IEP) meeting the support team will begin discussing the consumer’s employment goals. Consumer will begin to list possible careers that would be their “ideal job”. Based on the consumer’s career goal, there will be a discussion of soft skills related to that particular career that would increase the chances of achieving their long-term career goal. An example would be if a person wants to work with computers, then the Interdisciplinary Team (IDT) would encourage the individual to take computer courses such as typing and math classes.

At the age of 18 a VMRC consumer can request to be referred to Supported Employment. The consumer will notify their Service Coordinator (SC) who will then have them complete a DOR referral packet. The SC will attend the DOR Intake meeting and contribute to the ISP process. VMRC will continue to work with DOR in regard to achieving the consumer’s desired CIE outcome.

**REFERRAL TO LEA for Special Education Services**

A parent, teacher, or service provider can refer a student to be evaluated. When a request is made, the LEA has 15 days to respond. The response may result in a meeting. If an evaluation is recommended, the team has 60 days to assess once a parent/or parents’ consent. The evaluation process is an assessment that involves tests, interviews, and observations designed to identify the child’s strengths and evaluate specific issues related to school performance. The assessment results may also identify the types of special education services in line with the needs of students with disabilities. The assessment process may lead to the development of an Individualized Education Program (IEP) or 504 Plan.

**Calaveras County SELPA (WorkAbility I)**

Recruitment and referral are accomplished through ongoing meetings and check-ins between Case Managers and Vocational Technicians to ensure staff is aware of the WAI array of services available to students and the roles and methods of delivering those services. This regular contact allows for Case Managers and WAI staff to discuss potential classroom activities that provide career exploration, employment readiness skills, and possible placement if students are eligible. Although there is eligibility criteria specific to placement opportunities, any student with an active IEP has access to opportunities provided through the WAI Program for career exploration and college awareness activities delivered in the classroom or in one-on-one meetings. This includes student participation in self-awareness activities, career exploration, job readiness, and workplace social skills activities in classroom settings where collection of student work product is used to determine areas of strengths and weaknesses and shared at IEP meetings. Students 16 years of age or older (or 14 years if enrolled in the ILS classroom), who meet the eligibility requirements for placement as described above will receive additional training that focuses on job placement readiness skills. Parent information and New Hire packets with request for required documentation are sent home to parents for those students who meet eligibility requirements for paid placement. In addition, a WAI Agreement and Training Plan is reviewed and signed by the students, parents, WAI Coordinators, Case Managers, and Employment sites. In order to continue educating the community, local businesses, and parents about the WAI Program, information is provided through a variety of means, including a WAI brochure placed at all school sites and the COE. The brochures are also shared with parents and guardians at all IEP meetings. A WAI link has been created on the SELPA website outlining the Program description and contact information for WAI Coordinators, along with a Facebook page that shares success stories and an additional resource to encourage participation. WAI presentations are made at Community Advisory Committee (CAC) meetings, board meetings, business mixers, Rotary Club presentations, and directly with local employers to recruit continued participation from businesses and the community.

**Lodi Unified School District (Lodi USD)/SELPA**

**WorkAbility I** – Lodi USD serves 1061 students and places 263 in paid work experience. All students 14-22 are served through WorkAbility I, if they choose to participate. Referrals for paid work experience are generally referred by their case carrier or program specialist. Referrals can be made by students, parents, and agency staff. Referrals are approved for paid placement by the Program Specialist coordinating WorkAbility. Referral forms, WorkAbility I brochures, and WorkAbility Policies and Procedures are available online. WorkAbility is a State Funded Grant through the California Department of Education. All goals must be met to continue the grant. Lodi has had the WorkAbility I grant for 33 years. Students must have an IEP.

**Transition Partnership Program** – (TPP). Lodi USD serves 65 students annually. Students on an IEP can be referred to TPP during their sophomore, junior or senior year of high school. Referrals can be generated by their teacher, program specialist or by self-referral. TPP is a contract with the Department of Rehabilitation and Lodi USD. Students with IEPs, 504 plans, and Potentially Eligible students may participate.

**California PROMISE** – (CaPROMISE). Lodi USD serves 185 students and their families in three counties, Sacramento, San Joaquin and Stanislaus, as of 2018. Students were referred by Social Security Administration targeting students aged 14-16 who receive Social Security Incentives (SSI). Referrals to this program have concluded. This is a contract with the Department of Rehabilitation and Lodi USD. This contract is scheduled to sunset September 2018. Students must be receiving SSI. Students can be served in general education, special education, or 504.

**Paid Internship Program** – (PIP). Lodi USD can serve up to 20 VMRC students ages 18-21, as of 2018, in a long term paid internship. Students can work in a community business for approximately 800 hours (up to $10,400). Lodi USD became a VMRC vendor and developed a Program Design approved by VMRC. Students are referred by WorkAbility I staff, case carriers, VMRC service coordinators, program specialists, self-referrals and parents. Students must be Regional Center consumers.

**California Career Innovations** – (CCI). Lodi USD will serve 50 students. At the heart of CCI is the conviction that students with disabilities deserve an education that will prepare them with the knowledge and skills to pursue CIE, careers and Post-Secondary Education that can sustain a quality of life driven by their individual interests, hopes, and dreams. Students aged 16-21 will be recruited throughout Lodi USD. This is a Memo of Understanding (MOU) with Solano COE and is part of a larger contract with the Department of Rehabilitation. This project will conclude September 2021. Recruitment will include students with IEPs and 504 plans. CCI staff will support students as they enter college.

**Project Connect** – (PC). A Lodi USD unique program that focuses on 5th and 6th year students pursuing a diploma. Students must be 18 years of age and need 90 units or less to graduate. Students are enrolled in Independence High School. Students work with a special education teacher one to two times per week and complete coursework through the Independent Study model.

**San Joaquin County SELPA WorkAbility I (WAI)**

WAI recruitment occurs in all SELPA districts. The referral and marketing process for students and families consists of: A letter home to parents explaining the WorkAbility I (WAI) array of services and what is available to their students; a letter to volunteer teachers explaining their role in supplementing their classroom with the WAI array of services; a letter to principals and administration informing them the WAI program is at their school and in their district; a WAI presentation to students explaining the grant procedures and policies implemented by the SELPA; and a WAI brochure explaining the policy and guidelines for the grant for both served and placed students. Teachers refer students who have an IEP and meet policies and guidelines of the grant that are clearly articulated by the SELPA. The range of strategies for participation include student participation in the WAI array of services in a service model classroom, students attending a WAI orientation or students being referred to the grant by non-service model teachers. WAI has a comprehensive brochure used to promote the program and to impart understanding of the program goals and services that is given out as well as posted online with WAI information on the SELPA website. Special education students within our districts who are 16 years and older meeting WAI guidelines are referred by their teachers for the placement portion of the grant. Parent information and consent packets and a request for required documentation are sent home to parents of referred students using grant criteria. WAI works closely with core partners to educate students, families and educators of the services and programs currently available to them as well as the services that may be available upon receiving a diploma or reaching maximum educational age.

**Stanislaus Academy (NPS)**

**WorkAbility I** – Stanislaus Academy is a non-public school that specializes in working with students diagnosed with Emotional Disturbance. Stanislaus Academy serves 29 students and places 7 in paid work experience. All students, ages 14-22 with an IEP, are served through WorkAbility I, if they choose to participate. The WA1 Coordinator in the beginning of the school year recruits students through class presentations. Students are given a copy of the Stanislaus Academy WA1 Program Policies and Procedures, and an application for enrollment. Students are provided with services such as: career assessment and evaluation of interests, pre-employment skills training, and ongoing support services to employer and student. WorkAbility is a State Funded Grant through the California Department of Education and Stanislaus Academy has had the WorkAbility I grant for over 20 years.

**Stanislaus SELPA**

Our SELPA is currently a work in progress as we are just beginning our journey. Please feel free to reach out to us with ideas or if we can support a student in any way.

**Stockton Unified School District/SELPA**

**Young Adult Program:** Stockton Unified School District’s Young Adult program (YAP) is a curriculum-based transition program specifically designed for students, 18-22, to assist them in preparing for adulthood by offering them vocational, domestic, community, and recreational opportunities that promote independence. Students will earn a Certificate of Completion once they have completed their course of study prescribed by the Individualized Education Program.

**Workability I:** Provides special education students 16-22 years of age with an array of services that include: Career assessment and evaluation of special interests, learning styles, natural abilities, and aptitudes; job readiness training; volunteer or paid placement in local businesses; and on-going support services to employer and student.

All Special Education (SPED) Teachers meet with the WorkAbility Vocational Technicians during the first month of school. All participating teachers are given brochures that thoroughly detail and describe the array of services for all eligible high school students. Brochures are also provided to parents, students, and outside agencies at high school IEP's. The entire school staff and stakeholders are made aware of the WAI program at a general staff meeting. Vocational technicians provide all special education teachers referral forms at the beginning of the school year. The WAI Coordinator and Vocational Technicians meet with the SPED Staff at each site during a department meeting to review WAI procedures and policies, as well as review any new pertinent information relevant to the grant. Referrals are also accepted by students, parents, general education teachers, and outside agencies that work directly with the student. During the months of September and October the WAI staff will present the program by way of classroom presentations.

**Transition Partnership Program** – (TPP): Contract is in the final stage of development. Projected program start date is August 2018. Students receiving special education services can be referred to TPP during their sophomore, junior or senior year of high school. Referrals can be generated by their teacher, program specialist or by self-referral. TPP is a contract with the Department of Rehabilitation and Stockton Unified School District. Students with a 504 plan and/or Potentially Eligible students may participate.

**Tuolumne County Superintendent of Schools/SELPA WorkAbility I**

County Superintendent of Schools/SELPA WorkAbility I Tuolumne County serves four high school districts including 11 schools with 229 (currently) eligible WorkAbility I students from the ages of 15-22. During the first weeks of the school year, students, teachers, parents and service providers are introduced to the opportunities available through the WorkAbility I program. All students receive a program packet that includes a brief questionnaire, agreement to participate, signed by parent and student, media consent, and permission to ride a county vehicle for visiting job sites, college campus, and career fairs and activities. A copy of the Tuolumne County WAI Policies and Procedures is included in the packet outlining how the program works, who is eligible to participate, who is eligible to participate in employment, and how students gain referrals to employers. Students are required to read the policies and procedures with parents and returned signed, agreeing they understand the content. Students are required to meet the WAI policies and the policies of the school of attendance.

All teachers, parents and students receive a copy of the array of services to share what services and activities are available to assist each student in developing a career-centered goal for post high school.

Brochures and Business, Education and Labor Committee (BEL) newsletters are distributed to school career centers, libraries, administrative offices and counselors providing contact numbers to schedule individual appointments. Twice a year students are provided multiple periods to take career assessments to begin their career research. Then classroom schedules are aligned to provide more in-depth investigation. Necessary skills, soft skills and abilities are evaluated through multiple assessments and interest inventories. We work closely with the case managers to further identify what skills are needed to obtain independent living and employment skills.

Regular meetings are held with teachers, parents, administration, and local agencies (VMRC, Motherlode Job Training) to obtain feedback from employment experiences and to encourage communication between teachers, employers, parents and students. WAI staff participate in multiple business referral groups and networking organizations as well as the local Chamber of Commerce.

*Attachment D: Program Contacts*

**2**. **Coordinating Person-Centered Planning:**

**Person Centered Plan (PCP)** is an ongoing process used to help individuals with disabilities plan for their future. In person-driven planning, groups of interested people focus on an individual and that person's vision of what they would like to do in the future. The "person-centered" team meets to identify opportunities for the student to develop personal relationships, participate in their community, increase control over their own lives, secure and retain CIE and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the individual. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

**DOR = IPE Process & Timeline**

The purpose of the assessment process is to allow the consumer and his/her Vocational Rehabilitation (VR) counselor to discuss the following:

* The disability and how it affects the consumer's ability to work.
* The types of DOR services the consumer may need to become employed.

Once the DOR receives complete information about the consumer's disability, the DOR Counselor will notify the consumer in writing about eligibility determination.

If the information received is delayed or incomplete, the DOR Counselor and consumer can work together to establish an extension date by which eligibility can be determined.

To be eligible for services, an individual must:

* Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
* Be able to benefit from DOR services in terms of an employment outcome in an integrated setting.

In the Eligibility process the consumer and DOR Counselor will:

* Determine how DOR services can help the consumer establish and maintain employment.
* Obtain and review medical and other information to determine how the consumer's disability affects your ability to work.

**VMRC = IPP Process & Timeline**

The Individual Program Plan, or IPP, is created during a meeting with the Consumer and their Service Coordinator. Depending on the Consumer’s age, their support team can also include family members, teachers, service providers, etc. It is important for all members of the team to remember that the Consumer’s choices and goals guide the IPP, this is called person-centered planning.

During the IPP meeting, the team will discuss various aspects of the consumer’s life including their home life, school/work, medical conditions/needs, behavioral health, daily living skills, and more. These discussions set the stage for the Desired Outcomes section of the IPP, which defines the consumer’s goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the consumer will receive.

1. **Students in secondary school**

**Ages 16-17:**

1. Evaluate consumer progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
2. Assure Individual Transition Plan (ITP) is included in IEP and attend IEP meetings.
3. SC needs to familiarize themselves with the consumer’s strengths, and career goals regarding work or pursuing college courses.
4. Determine if the consumer is on a diploma or certificate of completion track.

**Ages 18-21:**

1. Evaluate the consumer’s progress and plan as identified in the Individual Program Plan (IPP) on an ongoing basis.
2. Determine if the consumer is to remain in school until age 22 (highly influenced by track they have been on). This is discussed at the IPP meeting.
3. If leaving at 18, they are a likely candidate for college or individual placement for work. At this point, the SC would refer them to DOR for both college and work (assess for CIE).
4. If they remain in school, attend IEP meetings and work with family and consumer on career goals for their eventual completion of school at age 22.
5. Paid Internship Program (PIP)- if they remain in school, SC at an IEP, should discuss the possibility of referring student to PIP to prepare for Competitive Integrated Employment (CIE) after leaving school. School or VMRC vendor to provide PIP.
6. **Individuals not in secondary school**

**Ages 18-21:**

* Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. SC can also request VMRC to fund PIP with a VMRC vendor.

**Ages 22-24:**

* Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. SC can also request VMRC to fund PIP with an VMRC vendor

**At all times, SC’s:**

* Maintain contact with consumers and their families as required.
* Evaluate consumer progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
* Pursuant to the State Department of Developmental Services (DDS) provide advocacy services to consumer and his family. Give high priority to attending all relevant meetings (i.e. IEP, ITP, IHC) and prepare paperwork and notate the IPP as necessary.
* Seek out and effectively utilize generic resources on behalf of consumers. Provide information and referral services.
* Coordinate transportation services at any stage once completed or exited from school

**LEA = IEP/ITP Process & Timeline**

**Calaveras County SELPA**

**Ages 14-18:**

**Diploma**

In order to graduate from Calaveras County SELPA district high schools, students must complete specified state and local graduation requirements. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts. However, California Education Code, Section 51225.3, stipulates that students must pass a minimum set of required courses and an exit examination. However, per Senate Bill 172, the exit examination requirement has currently been suspended, through the 2017-2018 school year. Senate Bill 172 has also mandated that the Superintendent for an advisory panel to make recommendations on the continuation of the high school exit exam beyond the 2017-2018 school year. As a result, these requirements should be viewed as minimums and support for the regulations specified by the local school boards.

High school students interested in attending a State College or a California public University, after graduation, must have completed the required freshman admission course requirements, A-G, while in high school.

Certificate of Completion/Educational Achievement:

In accordance with Education Code, a Local Educational Agency/District may award an individual with exceptional needs a certificate or document of educational achievement or completion, if any of the following requirements are met:

1. The individual has satisfactorily completed a prescribed alternative course of study, identified in his or her individualized education program and approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual.
2. The individual has satisfactorily met his or her individualized education program goals and objectives during high school, as determined by the individualized education program team.
3. The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

**Ages 18 – 21**

Students between the ages of 18 and 22 years with an IEP, who have not graduated from high school with a regular high school diploma, are provided Special Education services and placement that address individual needs and transition skills.

**Calaveras County Office of Education Transition Program**

**Ages 18-22:**

The Transition program is operated through the Calaveras County Office of Education and is designed to provide services to students who are 18 to 22 years of age, who have received a certificate of completion, and who still have an active Individualized Education Plan. The focus of the Transition Program is to promote independence, aligned with each student’s individual abilities.

Through the application of diverse instructional modalities, including community-based instruction, vocational placement, social groups, and classroom-based activities, the program is specifically designed to support students who benefit from continued development of skills in the area of functional academics, adaptive behavior, social skills, vocational skills, and basic life skills. As appropriate, students may have the opportunity to participate in some paid employment and participate in courses offered through the local community college.

A student’s Individualized Education Plan team will determine if the Transition Program is an appropriate placement. Typically, students enrolled in an Independent Living Skills Classroom or Special Day Classroom for students with moderate to severe disabilities are candidates for the Transition Program.

**Lodi Unified School District**

**Ages 14-18 (21):**

**Diploma Pathway**

Graduation Requirements for students attending a comprehensive high school require the successful completion of 230 credits, which meet California Ed Code and Lodi Unified School District’s Governing Board. Entrance to State College or to a University of California require A-G Requirements. The board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

**Ages 18 – 21:**

Students can participate in an Adult Transition Program funded by their school district if they have an IEP and have not graduated with a diploma. Such programs focus on community-based instruction and often 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 setting learning job skills. The program may include some paid employment opportunities.

**San Joaquin SELPA Districts
Ages 14-18:**
**Diploma**
In order to graduate from San Joaquin SELPA districts’ high schools, students must complete specified state and local graduation requirements. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts. However, California Education Code Section 51225.3 specifies that students must pass a minimum set of required courses and an exit examination. These requirements should be viewed as minimums and support for the regulations specified by the local school boards.
High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school.

**Certificate of Completion/Educational Achievement**In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:
(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.
**Ages 18 – 21:**
Students between the ages of 18 and 22 years with an IEP who have not graduated from high school with a regular high school diploma are provided Special Education services and placement that addresses individual needs and transition skills.

**Stanislaus SELPA**

In order to graduate from a comprehensive high school in the Stanislaus SELPA, students must complete specified state and local graduation requirements. California Education Code Section 51225.3 specifies that students must pass a minimum set of required courses and an exit examination. (Senate Bill 172, signed into law effective January 1, 2016, suspended the CAHSEE diploma requirement and the administration of the CAHSEE through the 2017-18 school year.) These requirements should be viewed as minimums and support for the regulations specified by the local school boards. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts and mandate students to complete between 230 -260 credits.

High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school.

**Certificate of Completion/Educational Achievement**

In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:

(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school, or the school district, with jurisdiction over the individual and identified in his/her individualized education program.

(b) The individual has satisfactorily met his/her individualized education program goals and objectives during high school as determined by the Individualized education program team.

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

**Ages 18 – 21:**

Students between the ages of 18 and 22 years with an IEP who have not graduated from high school with a regular high school diploma are provided Special Education services and placement that addresses individual needs and transition skills.

**Stockton Unified School District**

**Diploma**

To receive credits for high school graduation, courses must be passed with a grade of D or better. To qualify for CSU/UC admissions, courses must be passed with a grade of C or better. Courses that receive a grade of “F” do not earn any credits. Courses not completed with a passing grade of a “C” or better must be retaken to earn credit toward graduation. Although a minimum of 210 credits is required for a high school diploma from Stockton Unified, students are expected to complete 60 credits a year for four years (totaling 240 credits). Students attending the high schools on the Four by Four Block Schedule are expected to complete 80 credits a year for four years (totaling 320 credits).

**Certificate of Completion: Ages 14-18**In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:
(a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

**Certificate of Completion: Ages 18 – 21:**

Students can participate in the Young Adult Program funded by the school district if they have an IEP and have not graduated with a diploma. The program focuses on community-based instruction and 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 setting learning job skills. The program may include some paid employment opportunities. The IEP team prescribes the course of study.

**Tuolumne County SELPA**

**Age 14-21**

Tuolumne County SELPA Age 14-21 Graduation requirements for students require successfully completing 220 to 240 credits, which meet California Ed Code and Tuolumne County Superintendent School Board. Additionally, successful completion of a senior project and the state exit exam. Students on a California University track must have completed the required freshman admission courses while in high school.

**Middle College**

**Age 16-18 (Juniors/Seniors)**

Middle College is a Sonora High School program in Partnership with Columbia where students may take high school and college courses. This program is designed for students who wish to pursue a higher education while completing their high school graduation requirements. They are required to take three classes on the high school campus, one of which is an independent Middle College study skills class, and then are free to take classes at Columbia College.

**The Independent Living Skills (ILS)**

**Age 14-18**

The ILS program is a regionalized program for students with moderate to severe disabilities. Access to the ILS program is through the student’s Individualized Education Program team and a referral by their local school district. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

Instruction is based upon 7 curricular domains:

• Domestic

• Vocational

• Recreation / leisure

• Community access / motor skills

• Communication

• Social-emotional and

• Functional academics

Academics are addressed within these domains with the purpose that students learn functional skills that are practical and will maximize their independence in the future. Instruction is designed to meet individual needs of each student throughout the school day, including recess and lunch periods. Establishing a functional means of communication for each student is an important focus of the program and a strong emphasis is placed on teaching the students appropriate behaviors.

ILS program staff include: Teachers, Paraeducators, Speech and Language Pathologists, an Occupational Therapist, a School Nurse, a Psychologist, a Vision Specialist, an Orientation and Mobility Specialist and an Adapted Physical Education Teacher. Staff members use evidence-based instructional strategies to teach the functional skills that will maximize independence for the students.

**The Adult Transition Program (ATP)**

**Ages 18-22**

The Adult Transition Program is for students with developmental disabilities and/or autism who have received a Certificate of Completion from high school and have significant needs for support as they transition to adulthood. The Adult Transition Program aids in the development of young adults with special needs into positive, productive, and contributing members of society. All students who attend the Adult Transition Program are referred through the Individualized Education Program (IEP) process.

Students in the Adult Transition Program will demonstrate a mastery of a continuum of transition skills based on their unique level of ability with the goal of successfully transitioning to adult living. Skills are developed using community-based instruction in addition to classroom instruction.

Students participate in the components of the program that assist them in moving toward their desired post-school outcomes, taking into account students’ preferences, needs and skills. The Adult Transition Program also prepares students for involvement in adult community programs, and if possible, employment.

Most of the students in the Adult Transition Program are clients of Valley Mountain Regional Center. As students are getting ready to exit the program, Valley Mountain Regional Center is the link to the transition supports needed for the future. The Adult Transition Program staff teaches students to initiate and maintain a close connection to this agency.

Note: LPA core partners shall also develop approaches to person-centered planning as well as the identification and implementation of best practices specific to individuals with disabilities.

LPA core partners shall also collaborate in school-to-work transition plans leading to competitive integrated employment for individuals with disabilities.

1. **Information Sharing and Documentation Processes:**
* On an annual basis, cross training amongst core partners shall take place to educate staff about competitive integrated employment practices. Suggestions for possible training topics can include customized employment, soft skills training, person-centered planning, job coaching, self-advocacy, benefit planning, etc.
* One tool which shall be used among partner agencies in communication efforts and sharing of best practices is the use of Google Docs and DOR’s main internet page accessible to the public.
* In addition, the LPA core partners shall also develop best practices as they relate to effectively serving individuals with disabilities who are seeking competitive integrated employment opportunities.
* On an individual student basis with proper consent, information may be shared for employment-related items such as: Student portfolios, career assessments, summary of performance (SOP), resume, employer evaluations, letters of references, internship, diplomas and certificates earned, education and training history, benefits planning documents used to further the employment and education career training for the individual.
* Electronic sharing of referral forms for all core partners.

**Assessment Documentation**

VMRC will utilize DDS tracking methodologies to assess outcomes related to clients obtaining and securing paid internships and competitive integrated employment from the school districts and their vendor community. The information will be shared, at least annually to assist the core partners in assessing and planning. The tracking data will be maintained and shared by the VMRC Employment Specialists.

**Consent forms**

**Consent is required to maintain confidentiality, therefore LEAs, DOR, VMRC, and community partner agencies shall obtain consent as appropriate:**

Consent form examples:

* LEA Consent for Release of Information
* DOR Medical and Non-Medical Information Consent
* DDS DS1968 – Vocational Rehabilitation Referral
* DDS Regional Center Consent for Release of Information
* Other Consents as deemed appropriate

**Documentation for youth and adults related to limitations on CIE**

The LPA core partners shall identify job readiness skills for individuals with disabilities which lead to competitive integrated employment outcomes.

The LPA core partners shall collaborate amongst each other to prepare individuals with disabilities on promoting their level of Pre-Employment Transition Skills.

* DOR: Counseling and Guidance, Self-Advocacy, Career Exploration, Work Experience, Customized Employment, Employment Services
* VMRC: Paid Internship Program
* LEA: Transition Planning, IEP, WorkAbility I, Adult Transition Program, Transition Partnership Programs, California Career Innovations.
* Community Partner Agencies: Employment Preparation, Job Placement, Job Coaching, Personal Vocational Social Adjustment, External Situational Assessment, Work Experience.

**Other documentation relevant to the collaboration of the local partners such as:**

* Use of DOR’s Work Incentives Planning Program to educate individuals with ID/DD and community partners about the impact of employment on benefit entitlements, available work incentives provided by the Social Security Administration, wage reporting rules, and community resource information.
* The Potentially Eligible (PE) student with a disability is not required to apply for VR services before receiving DOR Student Services. The DOR serves Potentially Eligible Students through the PE Case Type. The purpose of offering services to PE Students is to provide early intervention to students with a disability to support their participation in activities to maximize opportunities for future success.
* DOR Students Services can be utilized by assisting PE students to prepare for workplace success by exploring options, getting ready for work, and creating careers.

There are five types of DOR Student Services available to the PE Student:

* 1. Job Exploration
	2. Work-Based Learning Experiences
	3. Postsecondary Enrollment Counseling
	4. Workplace Readiness Training
	5. Instruction in Self Advocacy
* Regional Center - Paid Internship Program

4. **Services**

These are examples of the LPA’s services to improve CIE opportunities employment outcomes.

* Tailored Day Services
* Career Counseling Information and Referral
* Paid Internship Program (PIP)
* Customized Employment
* VMRC Employment Specialists
* CIE Incentive Payment
* WorkAbility I Array of Services
* Supported Employment Program

# V. Communication

## Informational

The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for the purpose of dialogue related to training opportunities, best practices and sharing resources. *Email group, sharing ongoing transition/employment information, upcoming webinars, …*

## Functional

Leadership of the LPAs 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 a biannual 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.
* VMRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information to the VMRC accordingly.
* LEA will complete data tracking of youth population with disabilities who are nearing school exit.
* WorkAbility I grant holders will conduct a one year follow up to collect data on students’ education, training, and employment.

Each agency to review how they will measure growth.

# VI. Optional Attachments/Appendices

• **Terminology**

Each partner to provide terminology, acronyms and definitions specific to their respective program. *Attachment E*

**Action Plans:**

* The LPA core partners will continue to collaborate on the best practices, communication, cross-training, resource building, networking and other efforts leading to the promotion of CIE outcomes for youths with disabilities.
* Coordination of Summer Film Camp - Inclusion Films, Joey Travolta.
* WorkAbility I involvement in micro enterprise entrepreneurial opportunities such as boutiques and fairs to encourage micro business development.
* On-going collaboration meetings such as SELIT.

**DOR Core Partners**

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Araceli Holland, District Administrator

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Levi Van Fossen, AGPA Contract Administrator

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Ardria Weston, Team Manager Stockton

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Mahalia Gotica, Team Manager Modesto

**VMRC Core Partners**

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Tony Anderson, Executive Director

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Wilma Murray, Community Services Manager

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Enos Edmerson Jr., Employment Specialist

**LEA Core Partners**

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Elizabeth Zastrow, Program Specialist, Lodi USD SELPA

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Jonathan Martin, Director, Lodi USD SELPA

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Margaret St. George, Education Specialist, San Joaquin COE/SELPA

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Kathleen Skeels, Assistant Superintendent-Special Education/SELPA Director

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Steve Bartles, Program Specialist, Stockton SELPA

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 Dr. Jovan Jacobs, Executive Director, Stockton SELPA

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Sarah Goodman, Program Manager, Calaveras County Office of Ed.

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Terry Roach, Program Specialist, Stanislaus SELPA

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Dr. Matthew Devins, Executive Director, Stanislaus SELPA

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Kelene Blevins, Program Specialist/Ceres USD, Stanislaus SELPA

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Blaine Cowick, Ph.D, Executive Director, Tuolumne County Superintendent of Schools SELPA

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Kathie Danicourt, WorkAbility Coordinator, Tuolumne County Superintendent of Schools SELPA

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Mark Evanoff, School Counselor, Stanislaus Academy