**Competitive Integrated Employment Blueprint**

**Northern Sierra District Local Partnership Agreement (NSD LPA)**

# **Intent/Purpose**

The purpose of this partnership is to develop a comprehensive local plan that fosters preparation for and achievement of competitive integrated employment (CIE) through person centered services for youth/adults with intellectual disabilities and developmental disabilities (ID/DD). This LPA is designed to coordinate and streamline the provision and transition of services across the following partners; Local Education Agencies (LEAs) located in Southern Placer County (WorkAbility I Region IV programs), Alta California Regional Center (ACRC) and the Department of Rehabilitation (DOR) -Roseville Branch. Additionally, this LPA will increase communication and collaboration across the identified partners through an NSD LPA steering committee, annual in-service and cross training, cross agency data sharing, and the scope of service as outlined in the [DOR/ACRC MOU](#Appendix1).

# **Identification of Core Partners**

The NSD LPA partners include LEAs, Alta California Regional Center and the DOR as follows:

* Alta California Regional Center (ACRC)
* Department of Rehabilitation (Roseville)
* WorkAbility I Region IV Program Managers
* Center Unified School District
* Roseville Joint Union High School District
* Rocklin Unified School District
* Placer County Office of Education
* Western Placer Unified School District

# **Identification of Community Partners**

The NSD LPA has many organizations and stakeholders whose services align with CIE and related programming. Below partner agencies are identified that may provide services to youth/adults with ID/DD.

* Independent Living Centers
* America’s Job Center of California (Golden Sierra)
* Employment Networks/Community Rehabilitation Programs
	+ PRIDE Industries
	+ On My Own
	+ Lincoln Training Center
* County Social Services
* Sierra College and their Disabled Student Services Program (DSPS)
* College to Career (Los Rios Community College District)
* WorkAbility III (Los Rios Community College District)
* Transition Partnership Programs (TPP)
* We Can Work Programs (WCW)
* WorkAbility I Programs

\*New partners may be added as needs are identified.

# **General Eligibility Criteria**

**ACRC**

Qualifying conditions for ACRC Services include: Intellectual disability, cerebral palsy, epilepsy, autism and related conditions similar to intellectual disability that causes a substantial impairment in the individual’s life activity according to their age. Optimal time to refer an individual for eligibility determination by ACRC is prior to the individual’s 18th birthday.

**ACRC (Adult Services)** - The discussion to access adult services should happen at the planning team meeting PRIOR to the student exiting school, either with a high school diploma or certification of completion. Some programs and services have a wait list. Identifying the needs beforehand would be helpful to help the ACRC Service Coordinator determine a good time to explore services with ACRC. Sometimes, services need to be explored at least a year before the student exits school.

For more information visit:

<https://www.altaregional.org/>

**DOR (Vocational Rehabilitation Services)**

To be eligible for services, an individual must:

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

If an individual’s disability is so severe that they might not be able to benefit from DOR services, the DOR can arrange a trial work experience. This is an opportunity to work in a realistic work setting to demonstrate if the individual can benefit from DOR services. Vocational Rehabilitation (VR) services are individualized for those individuals who qualify for services. Only those VR services that are required for the person to achieve their Individualized Plan for Employment (IPE) goal are provided.

There are three requirements that comprise the application process.

1. Request VR 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.
	2. Apply for Services online at the DOR website: 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.
2. Provide DOR with information necessary to begin an assessment to determine eligibility and priority for services.
3. 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 your skills and capabilities, and completing your part of any actions you and your VR Counselor have agreed to complete.

For more information visit:

<http://www.dor.ca.gov/VRED/Am-I-Eligible-4-VR-Services.html>

**DOR (Student Services)** – The person must be a **student** that is currently enrolled in school and between the ages of **16 and 21.**

The student needs to meet the following criteria:

* Possesses a 504 Plan, or is eligible for one,
* Has a current an IEP,
* Has a disability; or
* LEA staff believe the student has a disability.

The 5 DOR Student Services include:

1. Job Exploration Counseling
2. Work-Based Learning Experiences
3. Counseling on Postsecondary Education Opportunities
4. Workplace Readiness Training
5. Instruction in Self-Advocacy

For more information visit:

<http://www.dor.ca.gov/Services-to-Youth/Student-Services.html>

**LEA – Special Education Services - Eligibility Criteria**

A child shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the child's impairment requires special education in one or more of the program options authorized by Education Code section 56361. The decision as to whether or not the assessment results demonstrate that the degree of the child's impairment requires special education shall be made by the Individualized Education Program (IEP) team. “The IEP team shall take into account all the relevant material which is available on the child. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the child's eligibility for special education.”[[1]](#footnote-1)

For more information on Special Education Services Visit:

Center Unified High School District: <https://www.centerusd.org/apps/pages/specialed>

Roseville Joint Unified Highschool District: <https://www.rjuhsd.us/domain/11>

**Referral for Employment Services**

The referral process is designed to create well-sequenced service delivery for individuals and to optimize the use of local partner resources.

When the LEA is referring the student to DOR for vocational rehabilitation services; the designated school staff along with the student (and guardian when applicable) will complete the following DOR service referral forms: LPA Referral Form, DR222, DR22B, DR218, DR 260 and available medical/psychological documentation.

A copy of this referral packet will be provided by the LEA to the local ACRC office and routed to the ACRC SC, and to the local DOR Branch Office.

Once the designated ACRC office has received the LPA referral packet for DOR services, the designated ACRC Service Coordinator will provide the DOR branch office with a copy of the ACRC DS1968 and ACRC Consent to Release Information and any other pertinent ACRC documents consistent with those ACRC documents outlined in the DOR and ACRC MOU (see Apendix1).

**Referral for DOR Student Services**

When an LEA has a student that is between 16 - 21 years of age with a disability and through the planning process has expressed interest in DOR student services, the following referral forms are required: LPA Referral form, DR203, DR260, and ACRC Consent to Release Information form. These forms will be completed by the student and their guardian and the LEA staff can assist in submitting copies of all above mentioned documents to the local ACRC and DOR branch offices by the designated LEA staff.

Once the designated ACRC office has received the LPA referral packet for DOR student services, the assigned ACRC service coordinator will provide the DOR branch office with a copy of all ACRC documents consistent with those ACRC documents outlined in the DOR and ACRC MOU (see Apendix1).

The referring agency will coordinate a planning meeting for coordinating service provision for the student with all three partners. The LEA staff, DOR Counselor, and ACRC Service Coordinator will meet at minimum bi-annually to coordinate the provision of identified services. These meetings may take place at the planning team meeting.

**Person-Centered Plan**

**Definition:** **Person-Centered Plan (PCP):** is an ongoing process used to helpindividuals with disabilities plan for their future. In person-centered 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 & 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. Additionally, Person-Centered Planning emphasizes the role of the individual in the transition process.

NSD LPA Team will develop a best practice person-centered planning concept to support an individual’s pathway to CIE. There are many identified mechanisms for completing this process and each service organization will decide on the specifics they will utilize. Because of the individualized nature of this planning, this process will look different for each person.

**Individualized Planning & Coordination of Services Roles & Responsibilities**

Each organization will continue with their mandated individualized planning as follows:

**Alta Regional Center of California:**

**Individual Program Plan (IPP)** –The individual program plan is developed through a process of individualized needs determination.  The individual with developmental disabilities and, where appropriate, his or her parents, legal guardian or conservator, or authorized representative, shall have the opportunity to actively participate in the development of the plan.

The Individual program plans shall be prepared jointly by the planning team.  Decisions concerning the consumer's goals, objectives, and services and supports that will be included in the consumer's individual program plan and purchased by the regional center or obtained from generic agencies shall be made by agreement between the regional center representative and the consumer or, where appropriate, the parents, legal guardian, conservator, or authorized representative at the program plan meeting.

Individual Program Plan - The IPP will be developed in collaboration with the consumer, the Regional Center Service Coordinator, and others as requested. The IPP meeting is an annual meeting held with the individual served, members of his or her circle of support, and the Regional Center Service Coordinator to discuss the individual’s goals, desired outcomes, and plans. The meeting is held at least annually during a client’s birth month or as often as identified needs change and/or updated.The IPP team also discusses how community resources and Regional Center funded services help the individual meet his or her plan objectives. The Regional Center Service Coordinator completes a comprehensive IPP report that includes information from the meeting and services to address plan objects. The IPP report, which serves as a contract for services, is completed and shared within 45 days from the meeting.

**Department of Rehabilitation:**

**Individualized Plan for Employment (IPE) –** The IPE is a written plan of services to assist a client achievinga successful employment outcome. The IPE is written after a client has been determined eligible for DOR services, and has met the priority for services during

an order of selection. The Senior Vocational Rehabilitation Counselor/Qualified Rehabilitation professional, (SVRC/QRP), client, LEA staff, and ACRC Service Coordinator will collaborate in the selection of the appropriate vendor to provide employment services. It is recommended that the client tour the selected programs, with the assistance of the ACRC Service Coordinator and/or designated support person/agency, prior to the development of the IPE to ensure

an appropriate placement.

The planning process begins with the client and the DOR QRP

agreeing on an employment goal, the projected dates of

services, and any other actions needed for developing the IPE.

For example, assessments, medical appointments, labor

market surveys and researching educational and training

resources are actions that may be needed before a plan can be

written.

The plan is recorded by completing the Individualized Plan for

Employment (IPE) (DR 215).

For specific information on the provision of VR services and the IPE process see the [Consumer Information Handbook](http://www.dor.ca.gov/Public/Publications-n-Forms.html):

<http://www.dor.ca.gov/Public/Publications-n-Forms.html>

**Local Educational Agencies:**

**Individualized Education Program (IEP)** –Required by the Individuals with Disabilities Education Act (IDEA) and used in K - 12educational agencies for individual student planning. The IEP is developed by a team of people such as parents, teachers and psychologists. The IEP describes the direction a student with special needs will be going in the future and how to get there.

When a purpose of the IEP meeting is the consideration of transition services for student, the LEA shall invite the student and, to the extent appropriate and with the consent of the parent or adult student, a representative of any other agency that is likely to be responsible for providing or paying for the transition services.

**Individual Transition Plan (ITP)** –The ITP is the template for mapping out long-term adult outcomes from which annual goals and objectives are defined. The ITP must be based on the student’s needs, preferences and interests and reflect the student’s own goals. Objectives, timeliness, and people responsible for meeting the objectives should be written into the ITP (and made part of the IEP). It is important to understand that transition planning and development of the ITP are part of the IEP process. The ITP must be in place by the time the student turns 16 years of age. If the IEP team agrees, transition planning can begin prior to the age of 16.

**Collaboration through Person-Centered Processes**

The NSD LPA will provide a specific action plan of person-centered guidance designed to promote and support students with disabilities

(ages 16-21) transition into CIE.

Partners may provide services in the following areas:

* Special Education Services
* WorkAbility I Services
* Transitional Partnership Program Services
* We Can Work Program Services
* DOR Student Services
* Vocational Rehabilitation Services
	+ Employment Services
	+ WorkAbility III
	+ College to Career
* Postsecondary Training or other Activities
* Supported Employment and Short-Term Support Services
* Adult Services and other ACRC Services: <https://www.altaregional.org/post/services-support-policies>
* Paid Internship Programs
* CIE Incentive Payment Programs

**Information Sharing and Documentation Processes**

The following documentation may be utilized for the purposes of eligibility and planning:

* Eligibility Documentation such as:
	+ Medical evaluations
	+ Social evaluations
	+ Shared plans (IEP and IPP)
	+ Other
* Assessment documentation such as:
* Interest Assessments/Surveys as part of transition planning (LEA)
* Situational Assessments (DOR)
* Client Diagnostic Evaluation Report (Regional Center)
* Other
* Individual’s Employment Portfolio (paper and/or virtual)
* Summary of Performance (LEA)
* Paid and non-paid work experience including volunteer work
* Letters of reference
* Resume
* Internship/apprenticeship documents
* Educational and training history
* Transcripts
* Diplomas and/or certifications
* Other
* Consent forms such as:
* LEA Consent for Release of Information
* DOR Medical/Non-Medical Information Consent
* ACRC DS1968-Vocational Rehabilitation Referral
* ACRC Consent for Release of Information
* Other
* Documentation for youth and adults related to limitations on subminimum wage employment
* Other documentation relevant to the collaboration of the local partners

Current data collection/sharing methods will be reviewed to assist with improved data collection/sharing across agencies to promote positive outcome sharing and identification of best/effective CIE practices and procedures.

\*Partners will share all applicable transition related documentation (i.e. Employment Portfolio, transcripts, etc.) upon referral to prevent duplication of services.

**Communication and Planning**

The NSD LPA Steering committee will include representatives from the core partners. This committee, at a minimum, will meet bi-annually to report applicable data, staff the progress of the implementation of the LPA and discuss referral system. Thisteam will also utilize this time to provide in-service and cross training, share best practices and address system issues and problem-solving efforts for attaining CIE.

**NSD LPA Steering Committee Members:**

* Cindy Le, ACRC Community Services and Support Unit
* Andy Ponce, ACRC Community Services and Support Unit
* Mark Frayser, DOR Team Manager
* Vivian Hernandez-Obaldia, DOR Team Manager
* Shawna Pacheco, WorkAbility I Region Co-Manager
* Barbara Watts, WorkAbility I Region Co-Manager

Leadership efforts include: presentations, discussions, Q& A Sessions, email contacts, and phone calls. Efforts will be made to ensure administrators from the various organizations are kept up to date, buy-in, and organizational support.

Updating the LPA documents and tools is on an on-going process. Revised materials are emailed to LPA membership prior to calls and meetings for input and prior preparation for discussions.

The local partners and youth may meet annually to increase communication, collaboration and improvement of CIE outcomes at any one of the following service meetings:

* IEP Review
* IPE Annual Review
* IPP Annual Review

**Appendix**

1. ACRC & DOR MOU
2. NSD Roseville Contact Information
3. NSD LPA (Roseville) Referral Checklist

  

1. California Code of Regulations, title 5, section 3030 [↑](#footnote-ref-1)