**Far Northern Regional Center Local Partner Collaboration (FNRCLPC)**

**Competitive Integrated Employment Blueprint**

# Intent/Purpose

The purpose of the Local Partnership Agreement (LPA) is to provide services and employment opportunities for youths with Intellectual Disability & Development Disability (ID/DD) through focusing on person-centered planning, preparation for and achieving competitive integrated employment and building creative collaborations among Department of Rehabilitation (DOR), Local Education Agencies (LEA), Workforce Development Job Centers, and Far Northern Regional Center. This LPA is designed to coordinate and streamline the provisions and transition of services.

# Core Partners

Participating core partners include the Redwood Empire District of the Department of Rehabilitation, Far Northern Regional Center, and Special Education Local Plan Area (SELPAs) Directors for Siskiyou, Shasta, Tehama, and Trinity Counties.

## DOR Redwood District

David Wayte (Regional Director)

Bonita Glavaris (Team Manager)

## Far Northern Regional Center

Diana Anderson (Community Service Director)

Sou Saechao (Employment Service Specialist)

## Local Educational Agencies/SELPAs

Conde Kunzman (Shasta County SELPA)

Eric Peterson (Shasta Union High School District)

Joan Phillips (North Valley School)

Suz Crane (Fall River Joint Unified School District)

Steven Martin (Siskiyou County SELPA)

Veronica Coates (Tehama County SELPA)

Anthony Rebelo (Trinity County SELPA)

Stephanie Rebelo (Trinity County Office of Education)

# Community Partners

Workforce Development Job Center Directors for Siskiyou, Shasta, Tehama, and Trinity County.

Debbie DeCoito (Shasta & Trinity Counties)

Joanie Zarzynski (Siskiyou County)

Kathy Sarmiento (Tehama County)

# Roles and Responsibilities: Collaboration through Person-Centered Processes

## Referral and Intake

The Core Partners have agreed that the IEP (Individualized Education Program) meeting at the student’s age of 16 offers an ideal opportunity to engage in collaborative planning for the student. With the consent of the student’s parents, an invitation for the DOR and FNRC representatives to attend this IEP meeting will allow each partner to join with the student, family and educational staff to mutually engage in the Person-Centered Planning Process.

Far Northern Regional Center Local Partner Collaboration (FNRCLPC) will maintain ongoing communication amongst all core partners. Meeting times will be established at mutually agreed on a biannually basis for the purpose of dialogue related to training opportunities, best practices and sharing resources. Any changes to the LPA will need an addendum, with all core partners’ approval.

Defining roles and reasonability for each agency in the FNRCLPC and streamlining service for the PIP will help reduced any duplication.

### Far Northern Regional Center (FNRC)

Referrals will come from Local Education Agency (LEA) through the Service Coordinators (SC) for any internship. FNRC will fund wages for internships to consumers 18-22 years of age, who are in school and interested in participating in the paid internship program. Consumers who choose an internship will have an individual Program Plan (IPP) that delivers consumer’s goal for the internship.  
  
Internship funds may be available for consumers for a variety of models, including  
self-employment enterprises, apprenticeships, and other business opportunities  
that can lead to future paid employment. All businesses participating in the paid  
internship program must operate in compliance with California State laws.

FNRC will reimburse wages paid to an intern through an employer of record for internship after verifying payment to the intern. The maximum funding for payment of an internship is $10,400 that includes payroll taxes and workers comp per/fascial year.

### Department of Rehabilitation (DOR):

There are several pathways to refer an individual for services with Department of Rehabilitation, or for an individual to apply on their own.

Please contact the Team Manager for assignment of a student with disabilities, ages 16-21, for assignment to a Potentially Eligible (PE) staff member. This staff member can attend the student’s IEP or meet with the student to initiate completion of the DR203-DOR-Student-Services-Request and DR260 Consent to Release and Obtain Information forms. Once the student is Potentially Eligible, the staff member can work with that student to determine if and when a referral to VR services is appropriate.

Student with disabilities can also enter DOR services through the Transition Partnership Program (TPP), a cooperative program between DOR and the local education agencies in Shasta and Siskiyou Counties.

Applications for PE or VR services can also be obtained either at the local DOR office or online at [www.dor.ca.gov](http://www.dor.ca.gov/). Weekly group orientations are available at the local DOR office, and individual orientations are available upon request.

The DS 1968 form is used for making a referral from Regional Center to DOR for Supported Employment services under the VR program.

DOR is available to provide Career Counseling and Information and Referral (CC&IR) services to youth who are interested in being employed at subminimum wage (SMW), consistent with the intent of the Workforce Innovation and Opportunity Act (WIOA) to ensure that all individuals with disabilities have the right to receive information and opportunities for competitive integrated employment (CIE), education, training and support services.

### Local Education Agencies (LEA):

Consumers who are transitioning out of secondary school and would like to gain work experience must contact their Service Coordinator (SC) inquiring about the Paid Internship Program (PIP).

1. LEA will identify students who have Intellectual Disability & Development Disability (ID/DD) who are in the last year of school and transition into adulthood.
2. The student will have Individual Education Plan (IEP) developed by a team of people such as Parents, Teachers, and psychologist. The IEP describes the direction a student with special needs will be going in the future and how to get there.
3. When a purpose of the IEP meeting is the consideration of transition services students, the LEA shall invite the student, parent and appropriate representative of any agency that is likely to be responsible for providing or paying for the transition services.
4. Objectives, timeliness, and people responsible for meeting the objectives should be written into the Individual Transition Plan (ITP) and made part of the IEP. It’s important to understand the transition planning and development of the ITP are part of the IEP process.

### Workforce Development Career One Stop:

### Referrals will come directly from FNRC Service Coordinators (SC).

1. Develop a job readiness curriculum that meets the needs of youths with Intellectual Disability & Development Disability (ID/DD) through focusing on person-centered planning.
2. Assess and design workshops that is individualized to meet the consumer IPP and IEP needs.
3. Develop opportunities for work experience through the paid internship program (PIP) and supporting consumer while they participate in the PIP.
4. Workforce Development Job Center will help build skills that may lead to unsubsidized employment.

**Skills Building**

* Career exploration
* Resume
* Interviews
* Communication
* Teamwork
* Work Ethic/Soft Skills
* Customer Service
* Job Retention

### Referrals for Paid Internship Program

All referrals for the PIP will come through FNRC with a authorization of release of information under Federal Education Right Privacy Act (FERPA) from agency to agency.

1. FNRC Service Coordinator will coordinate and setup meeting with appropriate agency.
2. The meeting will address

* Work support
* Transportation
* Industry interest
* Hours availability
* Skill and aptitude
* Medical and Health

**Student in secondary school Ages 16 to 17.**

1. Evaluate consumer progress and plan as identified in Individualize Education Plan (IEP) on an ongoing basis.
2. Service Coordinators familiarize themselves with consumer’s strengths, career goals regarding work or pursing college courses through a review of the Individual Transition Plan (ITP).
3. The IEP team will determine if the student/consumer is on a diploma or certificate of completion track.

**Students in secondary school ages 18 to 21**

1. Evaluate consumer progress and plan as identified in Individualize Education Plan (IEP) on an ongoing basis.
2. The IEP team will determine if the student/consumer is to remain in school until age 22, this is discussed in the IPP (to be aligned with the IEP so as not to duplicate services and/or meetings).
3. Consumer leaving school with a certificate or diploma at age 18 are likely candidates for college or individual placement for work, including but not limited to, Transition Partnership Program (TPP) or Paid Internship Program (PIP). Referrals can be made to DOR for work assessment for community integrated employment (CIE) through FNRC for work experience.
4. If they remain in school, work with family and consumer on career goals for their eventual competition of school at age 22. This can be achieved by participating in the IEP process.

**Individuals not in secondary school**

**Ages 18 to 21**

* Refer to DOR or college courses, depends on their abilities and career goals outlined on there current IPP. Service Coordinators can also request FNRC to fund PIP if its vocational goals outlined on there current IPP

**Ages 22 to 24**

* Refer to DOR or college courses, depends on their abilities and career goals outlined on their current IPP. Service Coordinators can also request FNRC to fund PIP if its vocational goals outlined on their current IPP

**Ages 25 and older**

* Maintain contact with consumer and their families as required.
* Evaluate consumer progress and plan as identified in Individual Program Plan (IPP).
* Seek out and effectively utilize generic resources on behalf of consumers. Provide information and referral services.

## Eligibility Requirements for Each Core Partner

### FNRC:

Individuals can be deemed eligible for Regional Center services according to a California law which defines a Developmental Disability as a severe and chronic disability that is attributed to a mental and physical impairment that originates before the individual’s 18th birthday and poses a substantial disability. To qualify for services with Redwood Coast Regional Center, you must be diagnosed with one of the four following: These disabilities include intellectual disability (an IQ below 70), cerebral palsy, epilepsy, autism and disabling conditions closely related to intellectual disability or requiring similar treatment.

### DOR:

Potentially Eligible Services: Potentially Eligible Services are available to any student ages 16-21 with a disability (applies to any student with a disability based on 504 plans and/or IEPs (Individualized Education Program)).

Vocational Rehabilitation Services: To be eligible for VR services from DOR, an individual must have a physical or mental impairment that impedes his or her ability to secure employment, and must require VR services to prepare for, secure, retain, or regain employment in an integrated setting.

### Local Education Agencies (LEA):

All individuals who may have disabilities from birth through age 21 will be identified and referred to the appropriate agency to be assessed. Each individual will receive a full and individual evaluation to identify the disability, determine eligibility and identify educational needs. The assessment information will provide the basis for an Individualized Education Program (IEP) to ensure the individual receives a free appropriate public education (FAPE).

# Coordinating Person-Centered Planning

1. The Core Partners have agreed that the IEP (Individualized Education Program) meeting at the student’s age of 16 offers an ideal opportunity to engage in collaborative planning for the student. With the consent of the student’s parents, an invitation for the DOR and FNRC representatives to attend this IEP meeting will allow each partner to join with the student, family and educational staff to mutually engage in the Person-Centered Planning Process.
2. All referrals for the PIP will come through FNRC with a authorization of release of information
3. FNRC Service Coordinator will coordinate and set up meetings with appropriate agencies.
4. The meetings will address

* Work support
* Transportation
* Industry interest
* Hours availability
* Skill and aptitude
* Medical and Health

**How will duplication be reduced?**

Defining roles and reasonability for each agency in the FNRCLPC and streamlining service for the PIP will help reduced any duplication.

How will collaborative efforts differ when serving the following groups?

**Students in secondary school Ages 16 to 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.
3. Service Coordinators familiarize themselves with consumer’s strengths, career goals regarding work or pursing college courses.
4. Determine if consumer is on a diploma or certificate of completion track.

**Students in secondary school ages 18 to 21**

1. Evaluate consumer progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
2. Determine if consumer is to remain in school until age 22, this is discussed in the IPP.
3. Consumers leaving school with a certificate or diploma at age 18 are likely candidates for college or individual placement for work. Referrals can be made to DOR for work assessment for community integrated employment (CIE) or the Paid Internship Program (PIP) through FNRC for work experience.
4. If they remain in school, work with family and consumer on career goals for their eventual competition of school at age 22.

**Individuals not in secondary school**

**Ages 18 to 21**

* Refer to DOR or college courses, depends on their abilities and career goals outlined in current IPP. Service Coordinators can also request FNRC to fund PIP if its vocational goals outlined on there current IPP

**Ages 22 to 24**

* Refer to DOR or college courses, depending on their abilities and career goals outlined on their current IPP. Service Coordinators can also request FNRC to fund PIP if its vocational goals are outlined on there current IPP

**Ages 25 and older**

* Maintain contact with consumers and their families as required.
* Evaluate consumer progress and plan as identified in Individual Program Plan (IPP).
* Seek out and effectively utilize generic resources on behalf of consumers. Provide information and referral services.

FNRCLPC will help in planning for and working toward the preferred future of a person with developmental disabilities (a consumer) and her or his family. The preferred future is what the person and family want to do in the future based on their strengths, capabilities, preferences, lifestyle and cultural background. The person centering planning process is an ongoing process.

**DOR**

**Individualized Plan for Employment (IPE)**

The Individual Plan for Employment will be developed in collaboration with the consumer, the DOR Counselor, and other stakeholders when the consumer has:

* Applied for services.
* Completed the assessment process.
* Is found eligible for services.
* Is placed in a disability priority category being served.

The IPE is a written plan listing the individual’s job objective and DOR services the individual will receive to reach his/her employment goal. The individual and DOR counselor will discuss the individual’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. The IPE should be developed prior to the individual transitioning from Secondary Education, Alternative Schools, or Post-Secondary Education. The IPE will be developed within 90 days of eligibility determination. The IPE will be reviewed annually, and amendments made upon mutual agreement.

**Information Sharing and Documentation Processes**

Any information sharing through FNRCLPC will need authorization for release of information (exhibit A) signed by consumer, conservator, or the parents of a student. The form will consist of

* Expiration date - if not stated, it will expire 12 months after the date of signing the form.
* Specify list of records to be released
* Purpose of the release

The LPA partners will share information and coordinate activities for the Paid Internship Program (PIP), such as the following:

FNRC will track internships start date, $10,400 allocated to the consumer, and the outcome of the internship.

Business contact form (exhibit B) will be filled out by the internship worksite which will address

* Drug Testing
* Background Check
* Wages
* Hours per week
* Estimated Length of training
* Supervisor

A mandatory two-week checkup on the internship progress is required, then a monthly monitoring on the progress of the consumer during the internship until it’s completed.

Internship evaluation will be completed on monthly basis to monitor the progress of the intern.

(exhibit C)

Knowledge and Skills  
1. Demonstrates understanding of intern responsibilities.   
2. Follows policies/protocols in carrying out intern responsibilities within the worksite.   
3. Routinely communicates to staff when assistance is needed.  
4. Takes initiative with tasks that must be completed.   
5. Demonstrates safe practices while working.

Professionalism  
1. Demonstrates a positive attitude daily.  
2. Actively engaged in their responsibilities, and with the staff.   
3. Works well with others, by communicating appropriately.   
4. Arrives promptly in accordance to the arranged schedule.  
5. Appropriately dressed according to the requirements of the worksite

**DOR** While DOR supports the goal of working collaboratively toward a universal release of information, currently the DR260 Consent to Release and Obtain Information is utilized. Parent or guardian signatures are required for those under the age of 18. DOR will make every effort to attend IEP meetings as invited for Potentially Eligible students.

# Resources

**Workforce Development Job Center**

Established under the Workforce Investment Act and reauthorized in the Workforce Innovation and Opportunity Act of 2014, the Centers offer training referrals, career counseling, job listings, and similar employment-related services.

**Smart Business Resource Center**

1201 Placer St. Redding CA 96001

Phone: 530-246-7911

Hours; Mon/Tues/Thurs/Fri 8am to 5pm

Wed 9am to 5pm

Closed 12 noon to 1pm

Business Rep: Yes

Youth Service: Yes

**Smart Business Resource Center**

790 Main St. #618 Weaverville, CA 96093

Phone: 530-623-5538

Hours; Mon to Fri 8am to 3pm

Closed 12 noon to 1pm

Youth Service: Yes

**Job Training Center of Tehama County**

718 Main Street Red bluff CA 96080

Phone: 530-529-7000

Hours: M-F 9am to 4:30pm

Business Rep: Yes

Youth Services: Yes

**Siskiyou Training & Employment Program Inc. (STEP)**

190 Boles Street Weed, CA 96094

Phone: 530-938-3231

Hours: M-F 9am to 3:00pm

Closed 12am to 1pm

Business Rep: Yes

Youth Services: Yes

**The Employment Development Department (EDD)** is part of the Labor and Workforce Development Agency of the executive branch of the State of California. Helping California job seekers obtain employment.

**EDD State of California**

1325 Pine St. Redding, CA 96001

Phone: 530-225-2185

Hours: Mon to Fri 8am to 5pm

Business Rep: Yes

Business Rep: Yes

Youth Services: Yes

**College to Careers**

* Adults, 18 years or older, who are clients of the Far Northern Regional Center (FNRC) due to an Intellectual Disability, can join C2C to complete a three-year program that will help you find employment when you are done.
* If you are or are willing to become a client of the Department or Rehabilitation (DOR) they will help you with financial and other supports to complete the College to Career (C2C) program at Shasta College.
* You must be: Interested in working
* Committed to a three-year program that is designed to fit your interests and goals
* Willing to participate in program activities 4-5 days per week
* Able to be on campus independently without supervision

**Shasta College: College to Careers**

11555 Old Oregon Trail Redding, CA 96003

Amber Perez aperez@shastacollege.edu

Phone: 530-242-7795

Fax: 530-225-4876

# Terminology

**What is an IEP (School)**

The **Individualized Education Program**, also called the IEP, is a document that is developed for each [public school](https://en.wikipedia.org/wiki/State_school) child An IEP defines the individualized objectives of a child who has been determined to have a disability or requires specialized accommodation, as defined by federal regulations. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases the IEP must be tailored to the individual student's needs as identified by the IEP evaluation process, and must especially help teachers and related service providers (such as [paraprofessional educators](https://en.wikipedia.org/wiki/Paraprofessional_educator)) understand the student's disability and how the disability affects the learning process. The IEP is created through a team effort, reviewed periodically.

**IEP (Individual Employment Plan) according to WIOA (Career One Stop)**

Is an individualized career service, jointly developed by the participant and the career planner.Identifies the participant's employment goals.Determines the combination of services needed for the participant to reach employment goals.Is one of the most effective ways to serve individuals with barriers to employment.

**What is an IPP (Regional Center)**

Person-centered **Individual Program Planning** 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 decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the preferred future. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

**What is an IPE?**

An Individualized Plan for Employment (IPE) is an agreement made between the consumer (client) and the DOR VR counselor that outlines the plan for the consumer to reach an employment goal, as well as the services that DOR will provide to assist in the process. The determination of the employment goal and services provided is made on the basis of informed choice, which includes considerations of interests, needs, abilities, and resources. The IPE describes how the employment goal was chosen, the labor market for that occupation, the steps that will be taken for the individual to reach their goal, and the services that will be provided. Such services can include assessments, assistance with training, assistive technology, job placement assistance, and job coaching. The IPE will be reviewed annually.

**Far Northern Regional Center Local Partner Collaboration (FNRCLPC)**

**Competitive Integrated Employment Blueprint**

**DOR Redwood District**

David Wayte (District Administrator)

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Deb Speer (Team Manager)

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**Far Northern Regional Center**

Diana Anderson (Community Service Director) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sou Saechao (Employment Service Specialist) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Local Educational Agencies/SELPAs**

Conde Kunzman (Shasta County SELPA) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Workforce Development Job Center Directors for Siskiyou, Shasta, Tehama, and Trinity County.

Debbie DeCoito (Shasta & Trinity County) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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