Sonoma – Napa LPA

Local

Partnership

Agreement

**2019**

The intent of this agreement is to increase opportunities for competitive integrated employment for individuals with intellectual and development disabilities through collaboration and coordination of services provided by LPA partners.

Table of Contents

[I. Intent/Purpose 3](#_Toc8890438)

[II. Core Partners 3](#_Toc8890439)

[III. Community Partners and Resources 4](#_Toc8890440)

[IV. Roles and Responsibilities: Collaboration through Person-Centered Processes 4](#_Toc8890441)

[1. Person-Centered Process 4](#_Toc8890442)

[2. Referral Process(es) 6](#_Toc8890443)

[3. Eligibility Requirements for Each Core Partner 7](#_Toc8890444)

[4. Information Sharing and Documentation Processes 10](#_Toc8890445)

[V. Communication 10](#_Toc8890446)

[VI. Appendices 11](#_Toc8890447)

# Intent/Purpose

The intent of this Local Partnership Agreement (LPA) is to increase the number of opportunities for competitive integrated employment for transition-age youth and adults who have intellectual and developmental disabilities in Sonoma and Napa Counties.

Competitive Integrated Employment (CIE) is full or part-time work for which an individual is paid minimum wage or higher, in a location where the individual interacts with other persons who are not individuals with disabilities, to the same extent as coworkers without disabilities. A CIE position includes eligibility for the same level of benefits and advancement provided to other employees doing comparable work.

Through collaboration, duplication of efforts is avoided, and outcomes are optimized. In recognition of this fact, the California Departments of Education, Rehabilitation, and Developmental Services held a series of meetings to create a joint vision and roadmap toward progress, which they codified in the California CIE Blueprint. The Blueprint focuses primarily on building seamless transitions to employment for youth and young adults.

The Blueprint calls upon Local Education Agencies, regional Department of Rehabilitation offices, and Regional Centers to develop effective collaborative groups which will improve the quality and sequencing of supports for CIE.

# Core Partners

The following Sonoma-Napa LPA core partners have initiated the development of the LPA as articulated in the CIE Blueprint. These partners are committed to conducting outreach and education to the Sonoma and Napa County communities.

* Lattice Educational Services
* Napa Valley Unified School District (NVUSD)
* North Bay Regional Center (NBRC)
* Redwood Empire District, California Department of Rehabilitation (DOR)
* Sonoma County Office of Education (SCOE)
* Sonoma County Workforce Investment Board/America’s Job Center of California: Sonoma County Job Link
* West Sonoma County Union High School District (WSCUHSD)

# Community Partners and Resources

The following community partners and resources are key in the continued development and implementation of the Sonoma-Napa LPA:

* California Indian Manpower Consortium
* CareerPoint NAPA
* Chamber of Commerce
* Consortium of Hospitality Partners (HIP)
* DOR Redwood Empire District Employment Task Force
* Disability Services and Legal Center
* Napa County Behavioral Health
* Napa County SELPA
* Napa Valley College
* North Bay Regional Center Employment Task Force
* Parents CAN – Napa
* People First Chapters
* Petaluma Adult School
* Santa Rosa Junior College (C2C, DRD)
* Service Clubs (including Rotary, Lions, Elks, Kiwanis)
* Sonoma County Behavioral Health
* Sonoma County Juvenile Justice System
* Sonoma County SELPA
* Sonoma County Transition Consortium
* State Council on Developmental Disabilities
* Tribal partners: Pinoleville Pomo Nation
* WorkAbility programs
* Workforce Alliance

# Roles and Responsibilities: Collaboration through Person-Centered Processes

## Person-Centered Process

Essential to the spirit and expectations of the CIE Blueprint is that LPA partners adopt a person-centered approach throughout planning and implementation. Utilizing this approach across agencies will foster meaningful, well-sequenced individualized plans.

Many of the people we work with have had limited opportunities to learn about and experience employment. This places upon the partners a responsibility to support people to develop and articulate goals, make informed choices, and direct their own lives to the greatest extent possible. In this endeavor, we will be guided by promising practices emerging across California and the U.S., such as the Discovery Planning approach.

“Discovery” is a term widely used for a person-centered planning process that is focused on employment goals. It is an open-ended, abilities-based approach that involves team discussions and brainstorming sessions to assist a person to create employment-related goals and the development of next steps.

These can include job exploration and shadowing, networking, internships, volunteering, interviews and assessments, funding through DOR, DDS or CDE, and any other well-sequenced process or resource that leads toward stated employment goals.

Person-Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. In person-centered planning, the team focuses on an individual and their vision of what they would like to do in the future. The "person-centered" team meets to identify opportunities 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 success depends on the commitment to collaboration of the team. This team takes 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.

The Sonoma-Napa LPA Team will develop best practices on the person-centered planning concept to support an individual’s pathway to CIE. Because of the individualized nature of this planning, this process will look different for each person.

*For more information on Person-Centered Processes by agency see appendix B.*

## Referral Process(es)

1. North Bay Regional Center (NBRC)

To apply for services; parents, non-conserved adults, legal guardians or conservators should contact the Intake Referral Coordinator at (707) 256-1180 or [intake@nbrc.net](mailto:intake@nbrc.net).  Children under age 3 will be referred to Early Start.  The Intake Referral Coordinator will either make the referral for assignment, or refer the caller to the appropriate community resource.

A comprehensive intake interview will occur, and a face-to-face meeting of the applicant is required.  Applicants and their families may submit independent assessments for consideration by NBRC.  NBRC will review all medical, educational, developmental and psychological assessments available.  NBRC may require additional assessments funded by NBRC or a generic resource available to the applicant in the community.  There is no cost to the applicant for assessment provided by NBRC. Once all documentation is provided and assessments and reports are completed, the information will be reviewed to determine if the applicant meets eligibility criteria.

1. Department of Rehabilitation (DOR)

There are different ways an individual with a disability can be referred to the Department of Rehabilitation, including (see appendix C for more information);

* Referral of Potentially Eligible (PE) Students with Disabilities
* Referral through the Transition Partnership Program (TPP) or the We Can Work (WCW) Program
* Referral through America’s Job Center of California: Sonoma County Job Link or Career Point-Napa
* Self-Referral
* Supported Employment Referral: Sonoma or Napa County
* Referral through the College to Career Program (C2C) at Santa Rosa Junior College (SRJC)

1. Local Education Agency (LEA)

An individual with a disability is a student who is identified by an Individualized Education Program (IEP) Team as someone with a disability under both federal and state law, and who requires instruction and services which cannot effectively be provided with modification of the regular school program, in order to ensure that the student receives a free and appropriate public education (FAPE). Referrals are made after the resources of the regular education program have been considered, and when appropriate implemented, and interventions documented.

Referrals for assessment are considered in alignment with the Individuals with Disabilities Education Act (IDEA). The responsible LEA initiates the Child Find process and may develop an assessment plan. No assessment of a student who has not reached the age of majority shall be conducted without parental consent. Parents, or the student who has reached the age of majority, will be provided with information regarding the Special Education Rights of Children and Parents.

*For more information on the IEP process see appendices.*

1. Sonoma County Workforce Investment Board/America’s Job Center of California: Sonoma County Job Link

Sonoma County WIB/Job Link will provide a Disability Navigator, a single point of contact to whom participants should be referred.

The Disability Navigator will work with the referring agency to obtain appropriate Release of Information.

## Eligibility Requirements for Each Core Partner

1. Eligibility for North Bay Regional Center (NBRC) Service

Any person who lives in Sonoma, Solano, or Napa Counties, regardless of age or income, who is **believed to have or be at risk of having a developmental disability** may receive an intake assessment from NBRC clinical professionals to determine if he/she is eligible for Regional Center services.  A developmental disability is defined as a disability that occurs before the age of 18, is substantially disabling, and is expected to continue indefinitely. The Regional Center serves people who have the following **developmental disabilities:**

* Intellectual Disability
* Cerebral Palsy
* Epilepsy
* Autism

People who have a disabling condition found to be closely related to an intellectual disability may also be considered for Regional Center eligibility.

The applicant must also have a **substantial disability**. A “substantial disability” means:

* A condition which results in a major impairment of cognitive and/or social functioning, representing sufficient impairment to require interdisciplinary planning and coordination of special or generic services to assist the individual in achieving maximum potential and:
* The existence of significant functional limitation, as determined by the Regional Center, in three or more of the following areas of major life activity, as appropriate to the person’s age:
  1. Receptive and expressive language
  2. Learning
  3. Self-care
  4. Mobility
  5. Self-direction
  6. Capacity for independent living
  7. Economic self-sufficiency

1. Eligibility for Department of Rehabilitation (DOR) Vocational Rehabilitation (VR) Services

The provision of vocational rehabilitation services requires an individual be determined eligible. The four factors that establish eligibility for VR services are:

* The applicant has a physical or mental impairment
* The physical or mental impairment is a substantial impediment to employment
* The applicant requires VR services to prepare for, secure, retain, advance in, or regain employment consistent with the applicant’s unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice
* A presumption that the applicant may benefit from services in terms of an employment outcome in an integrated setting

1. Eligibility for Local Education Agency (LEA) Special Education Services

To qualify for special education services an individual must be found eligible, meeting the educational criteria for one of the following disabling conditions by the Individualized Education Program (IEP): intellectual disability, autism, deafness, hard of hearing, deaf-blindness, speech and language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, established medical disability (up until age 5), specific learning disability, traumatic brain injury or multiple disability. Any individual with a suspected disability from birth through age 21 will be referred to the appropriate agency for assessment.

1. Eligibility for Sonoma County Work Force Investment Board (WIB)/Sonoma County Workforce Innovation and Opportunity Act (WIOA) Services

Eligibility for general WIOA Job Link services includes the Right to Work (in the United States) Documentation and Selective Service Registration (for males born after 1959), as applicable.

If participants are interested in receiving one-on-one career counseling, training funds or On-the-Job Training opportunities, there are additional financial eligibility requirements.

## Information Sharing and Documentation Processes

A consent to release is necessary to share information. With the appropriate releases in place, core and community partner staff will work collaboratively to seamlessly coordinate services that support the goals and activities of the Individualized Plan for Employment (IPE), IEP and IPP, to the greatest degree possible.

The Core Partners of the Sonoma-Napa LPA will work with their respective parent agencies with the intent to develop a uniform consent to release information form.

The LEA will encourage students and/or parents to invite their DOR and/or NBRC representative to the IEPs. This will assist the further facilitation of collaboration and coordination of services to the best benefit of the individual student/client.

# Communication

1. Informational

The Sonoma-Napa LPA will hold quarterly meetings to review and update the LPA. The Core Partners will work together to determine how to best share information with community stakeholders. Core Partners and community stakeholders will share information and attendance at trainings, workshops, and/or related events.

1. Functional

Release of Information/Consent forms will be available to allow Partners to communicate and best support the individual. Partners and stakeholders will continue to identify gaps or barriers impacting individuals in their pursuit of competitive and integrated employment. Partners will organize and facilitate meetings to update, change, and expand the LPA to ensure that the partnership, and systems remain current. Portions of the meetings will allow and encourage community feedback. Partners will expand and develop additional community partnerships aimed at providing access to all resources and workforce systems not historically utilized. Partners commit to further explore organizational structure within the LPA, to be functional within the local planning area, including the exploration of subcommittees to focus on specific interests.

1. System Measures

The Partners will work together to determine effective data collection methods that track and report progress of the LPA.

The Sonoma-Napa LPA will also utilize the systems currently in place that collect data on individuals working in competitive integrated employment, including:

* State Council Data Dashboard
* Department of Developmental Services Data Dashboard
* North Bay Regional Center
  + CIE Data collection
  + CDER
* California Department of Education
  + Workability I database
* Department of Rehabilitation Dashboard
  + CIE BP Targeted Outcomes and DOR Dashboard data

1. Contact Information

See Appendix A.

# Appendices

1. [Acronyms](#Acronyms)
2. [Glossary of Terms](#Glossary)
3. [Person Centered Processes by Agency](#Person_Centered)
4. [Department of Rehabilitation Referral Process per Agency](#DOR_Referral_Processes)
5. [Contact Information](#Contact_Information)

**Appendices A: Acronyms**

AJCC America’s Job Center of California

ASD Autism Spectrum Disorder

C2C College to Career (SRJC and DOR function)

CDE California Department of Education

CIE Competitive Integrated Employment

DDS Department of Developmental Services

DOR Department of Rehabilitation

FAPE Free and Appropriate Public Education (LEA function)

ID/DD Intellectual Disability/Developmental Disability

IDEA Individuals with Disabilities Education Act

IDT Interdisciplinary Team

IEP Individual Education Program (LEA function)

IFSP Individual Family Service Plan

IPE Individualized Plan for Employment (DOR function)

IPP Individual Program Plan (NBRC function)

ITP Individual Transition Plan (LEA function)

LEA Local Education Agency

LPA Local Partnership Agreement

LRE Least Restrictive Environment (LEA function)

NPS Non-public School

NVUSD Napa Valley Unified School District

PCP Person Centered Planning

PE Potentially Eligible (DOR function)

RC Regional Centers

SC Service Coordinator

SCOE Sonoma County Office of Education

SE Supported Employment (DOR and NBRC Function)

SE CRP Supported Employment Community Rehabilitation Partner

SELPA Special Education Local Plan Areas

SEP Supported Employment Program

SRJC Santa Rosa Junior College

SVRC QRP Senior Vocational Rehabilitation Counselor Qualified Rehabilitation Professional

SWD Student with a disability

TPP Transition Partnership Program (DOR and LEA function)

VR Vocational Rehabilitation (DOR function)

WCW We Can Work (DOR function)

WIB Workforce Investment Board

WSCUHSD West Sonoma County Union High School District

**Appendices B: Glossary of Terms**

**Adult Day Services**

NBRC programs that include training in the areas of self-advocacy, self-care, community integration, and vocational training. Vocational training may include volunteering and/or employment opportunities. Staffing ratios vary depending on the program design for each program and the individual needs. Services are provided 5 days per week, 6 hours per day. Staffing ratios and activities vary depending on the program’s design.

**Autism Spectrum Disorder**

A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the individual’s educational performance is adversely affected primarily because the individual has an emotional disturbance.

**Behavior Management Programs**

NBRC curriculum of services to include self-advocacy, self-care, vocational training/employment opportunities/volunteer opportunities, and community integration. Behavior Plans to be developed by program’s behavior specialist/consultant and implemented by program staff. Services are provided 5 days per week, 6 hours per day. Staffing ratios are based on individual’s needs (1:1, 1:2, or 1:3).

**Client Development Evaluation Report**

This report contains diagnostic and evaluation information for persons who have active status in the DDS system. It’s updated every 3 years or whenever there is a significant change in the person's physical or mental capabilities.

**College to Career**

The College to Career (C2C) Program is a three-year program designed to help students with intellectual disabilities and/or autism obtain employment in Sonoma County and in the career area of their choice. The C2C program at Santa Rosa Junior College is one of eight such programs in the State of California and partners with the California Department of Rehabilitation and the California Department of Developmental Services. Admission is a competitive process and C2C only accepts about 20 new students annually. Students who seek admission to C2C are required to submit an application and attend an interview with our C2C Coordinator.

The College to Career Program spans three years, culminating in competitive paid employment for students with intellectual disabilities and/or autism. Students take classes as a cohort, as well as participate in college classes and activities individually.

**Competitive Integrated Employment**

Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and for which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

**Community Rehabilitation Programs**

Any agency or unit of an agency, organization, or institution, that facilitates the provision of Department of Rehabilitation’s Vocational Rehabilitation services under the core service categories of Assessment, Training, Job Related or Support, as one of its major functions.

**Community Resources Development**

A unit within the Department of Rehabilitation (DOR) that certifies new community-based programs to provide vocational rehabilitation services to Department of Rehabilitation (DOR) consumers.

Community Resources Development (CRD) also works with existing programs to ensure the services provided meet the needs of DOR consumers. CRD is responsible for the vendorization and certification of services for new and existing community rehabilitation programs (CRP).

**Department of Rehabilitation**

The State of California agency that works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

DOR administers the largest vocational rehabilitation and independent living programs in the country. Vocational rehabilitation services are designed to help job seekers with disabilities obtain competitive employment in integrated work settings. Independent living services may include peer support, skill development, systems advocacy, referrals, assistive technology services, transition services, housing assistance, and personal assistance services. <http://www.dor.ca.gov/>

**Department of Developmental Services**

Is the agency through which the State of California provides services and supports to individuals with developmental disabilities, including intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through state-operated developmental centers and community facilities, and contracts with 21 nonprofit Regional Centers. <http://www.dds.ca.gov/>

**Developmental Disability**

Defined under the Welfare & Institute Code 4512 (a) as a disability that originates before the age of 18, continues, or can be expected to continue indefinitely; and constitutes a substantial disability (Refer to Substantial Disability for definition). Development disability includes:

* Intellectual disability
* Cerebral palsy
* Epilepsy
* Autism
* 5th Category (condition found to be closely related to intellectual disability or to require treatment similar to that required for individuals with an intellectual disability)

**Disability Rights California**

Disability Rights California works to bring about fairness and justice for people with disabilities. To reach those goals of fairness and justice, DRC provides the following services: filing lawsuits on behalf of individuals or groups, investigating charges of abuse and neglect, building peer/self-advocacy groups, forging community partnerships, advocating for change in laws, regulations, and public policy, and providing information to those who may not know about their rights.

**Employment First Policy**

Defined under Welfare & Institute Code 4869(a)(1) as the policy of the state that opportunities for integrated, competitive employment shall be given the highest priority for working age individuals with developmental disabilities, regardless of the severity of their disabilities.

**Group Supported Employment Program**

NBRC supports related to employment (i.e. job coaching) provided to individuals in a group setting. Groups typically include up to 4 individuals. The group receives support from SEP job coach 100% of the hours worked at job site.

**Home & Community Based Services**

Also known as “The Final Rule”. Federal Centers for Medicare & Medicaid Services (CMS) regulations (or rules) for HCBS. This is long-term services & supports provided in home and community-based settings, as recognized under the federal Medicaid (Medi-Cal) Program. These services can be a combination of standard medical services and non-medical services. Standard services can include, but are not limited to, case management (i.e. supports and service coordination), homemaker, home health aide, personal care, adult day health services, habilitation (day and residential), and respite care.

**Independent Living Services**

NBRC service to adults with developmental disabilities that offer functional skills training necessary to secure a self-sustaining, independent living situation in the community and/or may provide the support necessary to maintain those skills.

**Individual Program Plan**

NBRCplan similar to an Individualized Education Program (IEP), which outlines special services, goals and objectives for a person who needs individualized help because of a developmental disability.

[**Individualized Education Program (IEP)**](https://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/)

A legal document that defines [special education services](https://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/) between the school district and the parents.

**IEP Team**

The team of qualified professionals made up of the parent, special education teacher, interpreter of test data, district representative, and general education teacher at a minimum. This group makes all decisions related to the instructional program of a child with special needs, including placement and services provided.

**Individualized Family Service Plan**

NBRC plan for providing early intervention services to an eligible child and the child’s family.

**Individualized Plan for Employment**

A written plan developed with the participation of the consumer, in accordance the California Code of Regulations, Title 9, Chapter 2, Article 5 that describes the employment goal and the services that DOR will provide to assist the individual in reaching the goal.

**Individuals with Disabilities Education Act (IDEA):**

A law that [guarantees educational rights to all students](https://www.specialeducationguide.com/pre-k-12/what-is-special-education/) with disabilities and makes it illegal for school districts to refuse to educate a student based on his or her disability.

**Interdisciplinary Team**

The team includes the individual, involved family members, conservators, authorized representatives, advocates, and staff who know the individual well, meet to identify each person's goals and objectives, and services and supports based upon the assessed needs, preferences and choices

**Intellectual Disability**

A disability characterized by significant limitations in general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects an individual’s educational performance.

**Job Coaching**

Refers to the training of an employee by an approved specialist, who uses structured intervention techniques to help the employee learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be accepted as a worker at the job site and in related community contacts. In addition to job-site training, job coaching includes related assessment, job development, counseling, advocacy, travel training and other services needed to maintain the employment

**Lanterman Act**

Declares that persons with developmental disabilities have the same legal rights and responsibilities guaranteed all other persons by federal and state constitutions and laws, and charges the Regional Center with advocacy for, and protection of, these rights.

**Least Restrictive Environment (LRE)**

The environment in which students with disabilities must be educated, as [mandated by The Individuals with Disabilities Act (IDEA)](https://www.specialeducationguide.com/pre-k-12/what-is-special-education/legal-rights-to-services/). Students with disabilities must be educated in a classroom setting that is as close to the general education setting as possible.

**Local Education Agency**

A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

**Local Partnership Agreement**

An agreement created at the local level to identify the ways in which, local educational agencies (LEAs), Department of Rehabilitation (DOR) Districts, and Regional Centers will work together to streamline service delivery, engage their communities, and increase competitive integrated employment opportunities for individuals with intellectual disabilities and developmental disabilities (ID/DD).

Each agreement is tailored to meet the needs of the local community and represents the specific activities the core partners have agreed to implement. Agreements may be changed or expanded upon in the future, as needed.

**Paid Internship Programs**

NBRC program that provides opportunities to increase the vocational skills and abilities of the participants. The goals of the program include the acquisition of experience and skills for employment, or for the internship to lead to competitive integrated employment in the same job. Internship wages will be, at least, state or local minimum wage, with a maximum of $10,400 per year.

**Person Centered Planning**

Person-Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future. In person-centered planning, the team focuses on an individual and their vision of what they would like to do in the future.

**Potentially Eligible Student with a Disability**

An individual who has not been determined eligible for Department of Rehabilitation’s Vocational Rehabilitation Services and meets the following criteria:

* Is not younger than 16 or older than 21 years (has not reached 22nd birthday).
* Is in secondary, postsecondary, or other recognized education program, including home school and alternative school programs.
* Is one or more of the following:
  + Is eligible for, and receiving, special education or related services under the Individuals with Disabilities Education Act (IDEA).
  + Is an individual with a disability for purposes of Section 504 of the Rehabilitation Act.

**Note:** An individual who is deemed to meet the definition of a student with a disability because he or she is eligible for purposes of section 504 of the Act is not required to be receiving services under that section.

**Regional Centers**

Non-profit private corporations that contract with DDS to provide or coordinate services and supports for individuals with developmental disabilities. They have offices throughout California to provide a local resource to help find and access the many services available to individuals and their families.

**Senior Vocational Rehabilitation Counselor, Qualified Rehabilitation Professional:**

An employee of the Department who provides information, counseling, and referral services to individuals with disabilities; Determines an applicant's eligibility and priority category; Assists an eligible individual to develop the Individualized Plan for Employment (IPE), as appropriate, evaluates the contents of the IPE, and, if appropriate, approves and signs the IPE; Reviews the IPE at least annually, as appropriate, to assess the eligible individual's progress toward achieving the employment outcome in the IPE; Coordinates and facilitates all aspects of the individual's vocational rehabilitation program; Maintains the record of services; Evaluates the appropriateness of closing an individual's record of services; and Assists the individual to exercise informed choice throughout the vocational rehabilitation process.

[**Special Education (SPED)**](https://www.specialeducationguide.com/pre-k-12/what-is-special-education/)**:** Term used in the Individuals with Disabilities Education Act (IDEA) that is defined as specially designed instruction to increase the student’s [chances for success](https://www.specialeducationguide.com/pre-k-12/what-is-special-education/the-special-education-process-explained/).

**Student Services**

Five Department of Rehabilitation services provided to individuals that meet the definition of Student with a Disability and have been determined eligible or potentially eligible for Department of Rehabilitation Services. The five Student Services include:

* Job Exploration Counseling
* Work Based Learning Experiences
* Enrollment Counseling on post-secondary and Comprehensive Transition Programs at Institutions of Higher Education
* Workplace Readiness Training
* Self-Advocacy

**Student With a Disability (DOR function)**

An individual who meets the following criteria:

* Is not younger than 16 or older than 21 years (has not reached 22nd birthday).
* Is in secondary, postsecondary, or other recognized education program, including home school and alternative school programs.
* Is one or more of the following:
  + Is eligible for, and receiving, special education or related services under the Individuals with Disabilities Education Act (IDEA).
  + Is an individual with a disability for purposes of Section 504 of the Rehabilitation Act.

**Note:** An individual who is deemed to meet the definition of a student with a disability because he or she is eligible for purposes of section 504 of the Act is not required to be receiving services under that section.

**Substantial Disability**

Defined under Welfare & Institute Code W&I code 4512 (l) as the existence of significant functional limitations in three or more of the following areas of major life activity, as determined by a Regional Center, and as appropriate to the age of the person:

* Self-care
* Receptive and expressive language
* Learning
* Mobility
* Self-direction
* Capacity for independent living
* Economic self sufficiency

**Supported Employment Program**

NBRC service for people with disabilities in regard to ongoing employment in integrated settings. Supported employment provides assistance such as job coaches, job development, job retention, transportation, assistive technology, specialized job training, and individually tailored supervision. Supported Employment often refers to both the development of employment opportunities and on-going support for those individuals to maintain employment.

**Supported Living Services**

NBRC service provided to enable an individual with developmental disabilities to live in their own home in the community. Most often, these supports are more intensive than that of independent living services.

**Tailored Day Services**

NBRC service with focus on integrated competitive employment, post-secondary education, volunteering, and community integration. Services are focused on training, not supervision.

**Transition Partnership Program**

A third-party cooperative agreement between Department of Rehabilitation and Local Education Agencies to provide specified DOR Student Services to referred students with disabilities, with the possibility of employment services depending on the contract’s design.

**Transition/Transition Plan**

Transition is a general term used to describe a change in a student’s school or program. A transition plan is [specific to an IEP](https://www.specialeducationguide.com/pre-k-12/individualized-education-programs-iep/the-iep-process-explained/): a student who will turn 16 within the life of his or her individualized education program must have a transition goal and plan that outlines how he or she will transition to life beyond high school.

**We Can Work**

A third-party cooperative agreement between Department of Rehabilitation and Local Education Agencies to provide Work Experience to potentially eligible students with disabilities. Under this cooperative agreement work experience sites are developed in the community with the Local Education Agency as the employer of record.

**Workforce Investment Board**

The **Sonoma County Workforce Investment Board (WIB)** is a group of key stakeholders appointed by the Sonoma County Board of Supervisors to address workforce challenges throughout Sonoma County. The WIB members are leaders in the community who represent business, industry, labor, education, and economic development.

**WorkAbility I**

The WorkAbility I (WAI) grant program provides a variety of services, including but not limited to, career awareness, pre-employment training, disability awareness, self-advocacy, work training and/or employment placement for students with current IEPs. The WAI program is funded and administered by the California Department of Education and offers special education students the opportunity to develop generalized and marketable job skills for success in the modern labor market. Those LEAs with a WorkAbility I grant provide opportunities for further exploration of learning styles, career options, job preparation and skills necessary to be successful in their transition into adult life. Each agency with a WorkAbility I grant provides services in accordance with their individual Policies and Procedures.

**Appendices C: Person-Centered Processes by Agency**

1. Department of Rehabilitation (DOR) and the IPE

Individualized Plan for Employment (IPE)

A term used by the DOR to refer to the agreement between the client and the DOR. The IPE contains important information on the client’s employment goal, and what services and supports the DOR has agreed to provide to assist the client in meeting that goal.

The IPE will be developed in collaboration with the individual, the DOR Counselor, and other stakeholders to assist in development of the employment goal when the following are met:

* + - Have applied for services
    - Completed the assessment process
    - Are found eligible for services
    - Are placed in a disability priority category being served

The Individualized Plan for Employment (IPE) is a written plan listing the individual’s job objective and 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.

Students who elect to begin receiving DOR Student Services under the potentially eligible (PE) case type are not subject to the same time limits for eligibility or IPE development. This is because neither a determination of eligibility nor an IPE are requirement for PE students to begin receiving services. There are two forms which are required in order to proceed with services under the PE case type. The Student Services Request form, (DR 203) establishes a student’s interest in a PE case, and documents the presence of a disability. The Student Services Agreement form, (DR205) outlines which of the five DOR student services will be provided. This agreement is customized according to the unique needs of each individual student, and is developed in collaboration with the student, the Rehabilitation counselor, parents or guardians, LEA representatives, NBRC, and other stakeholders as appropriate. Descriptions of all five student services are available on the Student Services Options form, (DR 205A). Students receiving services under the PE case type are strictly limited to receiving only the five DOR Student services. If services are required beyond the scope of DOR Student Services, the student must apply for a full VR case, be determined eligible, and have an IPE developed.

1. Local Education Agency (LEA) and the IEP and ITP

Individual Education Plan (IEP)

Upon qualifying for special education services, an Individual Education Program (IEP) team meeting is held. The team may include the student’s parent/guardian(s), regular education teacher(s), special education teacher(s), an LEA representative, the school psychologist, the student (when appropriate), as well as, other individuals who have knowledge or special expertise in regard to the student. At this meeting, an IEP is developed by the team to specify the individual needs of the student and services that the Local Education Agency (LEA) will be providing to address those individual needs. The team will meet annually to review progress, current functioning and to revise the IEP in accordance with the student’s progress and continuing needs.

Individual Transition Plan (ITP):

Secondary Transition Services as Defined in IDEA defines the term “transition services” means a coordinated set of activities for a child with a disability that (34 CFR 300 43(a) 120 U.S.C. 1401 (34):  Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities:  Including post-secondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation; Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and  Includes instruction, related services, community experiences, the development of employment and other post school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. And includes: To the extent appropriate, with the consent of the parents or child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (34 CFR 300.321(b)(3)) This may include representatives from California Department of Rehabilitation (DOR), North Bay Regional Center (NBRC), Sonoma County of Education (SCOE) or other agency representatives. Transition services begin no later than the first IEP meeting to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and are updated annually.

1. North Bay Regional Center and the IPP

Individual Program Planning

Person-Centered Individual Program Planning (IPP) assists individuals with developmental disabilities and their support team 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 individual, their family (when appropriate), natural supports, vendored supports, Regional Center representative(s) and others. The document known as the Individual Program Plan (IPP) is a record of the decisions made by the planning team.

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 plan is based on the individual’s strengths, capabilities, preferences, lifestyle and cultural background. The individual and their planning team decides what needs to be done, by whom, when, and how, if the individual is to begin (or continue) working toward the goals identified for the future. The IPP is reviewed annually and as needed and agreed upon.

For specific information on the IPP process see the Individual Program Plan Resource Manual. <http://www.dds.ca.gov/RC/IPPManual.cfm>

1. Sonoma County WIB/America’s Job Center of California: Sonoma County Job Link

Services provided by Job Link are integrated and universally accessible to meet the full range of customer needs. They are comprehensive and offer a wide array of useful information with easy access to needed services.

Services are customer focused. They provide the means for customers to make informed choices about services that meet their unique and individual needs.

Referral processes are customer-centered and provided by staff trained in customer service.

**Appendices D: Department of Rehabilitation Referral Processes**

Referral of Potentially Eligible (PE) Students with Disabilities

Referral sources may contact the local potentially eligible DOR staff for assignment of a student with disabilities, ages 16-21. The assigned DOR PE staff member can attend the student’s Individual Education Plan (IEP) meeting or meet with the student to initiate completion of the DOR Student Services Request (DR203) and Consent to Release and Obtain Information (DR260) forms. The DOR Potentially Eligible staff will provide the requested student services and determine if and when a referral to DOR vocational rehabilitation (VR) services is appropriate. Eligibility determination is not required in order for a student with a disability to receive student services in a potentially eligible case type. Additional information can be obtained on potentially eligible student services at the following website: <http://www.dor.ca.gov/Services-to-Youth/index.html>

Transition Partnership Program and We Can Work

Students with disabilities can also access DOR services through the Transition Partnership Program (TPP) or We Can Work program. These are cooperative programs between local office of education, school districts and the Department of Rehabilitation.

Transition Partnership Program (TPP) and We Can Work staff at the designated school district identify potentially eligible students with disabilities (SWD). When appropriate TPP and We Can Work staff assist the SWD to complete the DR203 Student Services Request and DR260 Consent to Release. An intake meeting is scheduled with a Department of Rehabilitation counselor prior to the initiation of student services under a potentially eligible case type. The DOR TPP or We Can Work counselor will work with the consumer to determine if and when referral to vocational rehabilitation services is appropriate.

Eligibility determination is not required in order for a student with a disability to receive student services in a potentially eligible case type through a Transition Partnership Program or a We Can Work Program.

America’s Job Center of California: Sonoma County Job Link and Career Point-Napa

Through onsite partnerships, the Department of Rehabilitation staff is available at the local America’s Job Center of California in Sonoma and Napa counties on a regular basis to conduct orientations for vocational rehabilitation services. Interested individuals are provided an application packet at the time of orientation. Upon receipt of an individual’s application packet, a counselor will be assigned to follow up with an intake interview.

Self-Referral

Applications for Potentially Eligible or Vocational Rehabilitation services can also be obtained either at the local DOR office or online at [www.dor.ca.gov](http://www.dor.ca.gov). Group orientations for vocational rehabilitation services are held weekly at the Santa Rosa and Napa county offices of the Department of Rehabilitation. Individual orientations are available upon request. Upon receipt of an individual’s application packet, a counselor will be assigned to follow up with an intake interview.

Supported Employment Referral Process/Sonoma County

North Bay Regional Center Service Coordinator assists consumers to select Supported Employment (SE) Community Rehabilitation Program (CRP). Consumer is then referred to the SE CRP. The North Bay Regional Center provides the SE CRP with a DS 1968 form, IPP, CDER, recent psychological and medical records and social security information. The SE CRP then contacts the DOR counselor who completes an intake with the interested individual and opens a DOR case. Individuals are also welcome to apply at any DOR office.

College to Career (C2C) / DOR Referral Process

Application to the College to Career (C2C) Program at the Santa Rosa Junior College (SRJC) is a competitive process. The C2C Program only accepts approximately 20 new students annually. Students who seek admission to the C2C Program are required to submit an application and attend an interview with the C2C coordinator. Once the C2C program staff have determined who will be accepted, a list of accepted students is provided to the DOR counselor. Appointments for DOR intakes will be scheduled during the summer at SRJC with the DOR counselor. For more information about the program, application and process refer to C2C’s web-site at <https://drd.santarosa.edu/c2c>

COORDINATION OF SECTION 511 DOCUMENTATION REQUIREMENTS – STUDENTS WITH DISABILITIES SEEKING SUBMINIMUM WAGE EMPLOYMENT

Under the section 511 of the Rehabilitation Act, as described in Section 14(c) of the Fair Labor Standards Act of 1938, businesses referred to as “employers” are prohibited from employing any individual with disabilities who is 24 years of age or younger at subminimum wage, unless the individual has received documentation from DOR upon completion of all the following activities:

* DOR Student Services or transition services under the IDEA, and
* Applied for VR services, and
  + The individual was determined ineligible for VR services, or
  + The individual was determined eligible for VR services, had an approved Individualized Plan for Employment (IPE), and the individual was unable to achieve an employment outcome in CIE after a reasonable period of time, and his/her case was closed, and

Career counseling and information and referral services to federal and state programs to help the individual discover, experience and attain CIE was provided and the counseling and information was not for employment at subminimum wage.

**Appendices E: Contact Information**

**CORE PARTNERS**

America’s Job Center of California

Sonoma County Job Link

2227 Capricorn Way, Ste. 100

Santa Rosa, CA 95407

(707) 565-5550

[www.sonomawib.org](http://www.sonomawib.org/)

Department of Rehabilitation

Napa County

1250 Main Street, Ste. 200

Napa, CA 94559

(707) 253-4924

[www.dor.ca.gov](http://www.dor.ca.gov/)

Department of Rehabilitation

Sonoma County

50 D. Street, Ste. 425

Santa Rosa, CA 95404

(707) 576-2253

[www.dor.ca.gov](http://www.dor.ca.gov/)

Lattice Educational Services

3273 Airway Dr., Ste. A

Santa Rosa, CA 95403

(707) 571-1234

[www.latticeeducation.com](http://www.latticeeducation.com/)

Napa Valley Unified School District (NVUSD)

2425 Jefferson St.

Napa, CA 94558

(707) 253-3715

[www.nvusd.k12.ca.us/](http://www.nvusd.k12.ca.us/)

North Bay Regional Center

Napa County

610 Airpark Rd.

Napa, CA 94558

(707) 256-1100

<https://nbrc.net/>

North Bay Regional Center

Sonoma County

2351 Mendocino Ave

Santa Rosa, CA 95403

(707) 569-2000

<https://nbrc.net/>

Sonoma County Office of Education (SCOE)

5340 Skylane Blvd.,

Santa Rosa, CA 95403

(707) 524-2600

[www.scoe.org](http://www.scoe.org/)

Sonoma County Workforce Investment Board

2227 Capricorn Way, Ste.100

Santa Rosa, CA 95407

(707) 565-5500

[https://sonomawib.org](https://sonomawib.org/)

West Sonoma County Union High School District (WSCUHSD)

462 Johnson St.

Sebastopol, CA 95472

(707) 824-6403

<http://wscuhsd.k12.ca.us/>