Local Partnership Agreement:

Redwood Coast Regional Center

California Department of Rehabilitation

Del Norte County Office of Education

# Intent/Purpose

This local partnership agreement (LPA) is a collaboration to increase the number of youth with developmental and/or intellectual disabilities who are engaged in competitive integrated employment in Del Norte County. The core partners will promote employment preparation activities for students with intellectual and/or developmental disabilities prior to their eligibility for services. The collaboration will maximize services to benefit each student served, with the goal to achieve competitive integrated employment. The LPA will result in development of additional community resources and better transition to DOR adult services-post high school exit/graduation. Core partners will work together to remove bias and barriers to employment for youth with disabilities by educating community partners and our own agency staff. Community education & awareness will result in an increase in business owner’s engagement so they are more open to hire individuals with disabilities.

# Core Partners

The Del Norte County LPA core partners include:

* Redwood Coast Regional Center (RCRC),

Sierra Braggs, CMS Waiver & Employment Specialist Manager

Megan Gray, Service Coordinator

* California Department of Rehabilitation (DOR)

David Wayte, Regional Director - Redwood Empire District

Lawrence Siler, Team Manager

* Del Norte County Office of Education

Brooke Davis, Special Education Director

Neisha Strnad, TPP/WAI Program Coordinator

# Community Partners and Resources

The LPA Core Partners commit to conducting outreach and education to the Del Norte County community. The following community resources may be accessed and utilized in support of the Del Norte County LPA:

* Tri- County Independent Living
* Del Norte County Workforce Center
* Redwood Coast Indian Career Pathways
* Upward Bound
* HSU TRIO Talent Search
* Building Healthy Communities
* Yurok Tribe
* Gear UP
* Family Resource Center
* College of the Redwoods
* Chamber of Commerce
* Tolowa Dee-Ni Nation -TERO
* County Health & Human Service

# Roles and Responsibilities: Collaboration through Person- Centered Process

1. **Referral and Intake:**

**RCRC Referral Process:**

To submit a referral for RCRC intake and assessment, please call our automated referral line at 707-445-0893 ext. 309, to leave a message in English or ext. 308 to leave a message in Spanish.

Once RCRC received the referral, we will mail the applicant a RCRC intake inquiry packet. Upon receipt of the fully completed intake packet, an intake representative will reach out to the applicant to either obtain more information or schedule the initial intake interview.

Parents, guardians, and conservators, or an adult with a developmental disability may initiate the application process. A professional, such as a pediatrician/medical doctor, or other interested parties may also do so, but only with permission from the individual or family.

The entire intake process, once initial intake interview is scheduled, could take up to 120 days.

For assistance with completing the intake packet, or to talk to a live representative in our intake department, please call 707-462-3832 ext. 238, or send an email to dnelson@redwoodcoastrc.org for intake and assessment inquiries.

RCRC utilizes and/or conducts the following intake and assessment procedures as follows: An intake referral packet is used to initially screen for suspicion of a developmental disability which includes asking referring agencies to provide supporting evidence of concerns. An in-depth intake interview with the family and the intake specialist. If there is further supporting evidence that a developmental disability may exist and it originated before the individual attained 18 years of age, can be expected to continue indefinitely, and constitutes a substantial disability for that individual, the intake specialist will refer the individual to a Regional Center contracted Clinical Psychologist for cognitive IQ testing, a formal Autism evaluation, if applicable, and an adaptive functioning assessment.

This process of eligibility determination is accomplished through a Multi-disciplinary Team comprised of at least one physician, psychologist, and social worker. There is no charge for the diagnosis and eligibility assessment.

**Del Norte County Office of Education (DNCOE)**

**General WorkAbility I (WAI) Referral Procedure**

The DNUSD WAI program has a contracted number of students that must be served in a school year. A percentage of that must be placed in a paid work-based learning experience. To meet these numbers, the DNUSD WAI Job Placement Specialist works closely with the high school special education teachers to identify students who would benefit from the WAI program. Recruitment and referral is done through a number of methods.

* WAI staff starts off the year by reaching out to all school sites to set up a Program Introduction Presentation for students and staff.
* WAI authorized staff print off a list of all eligible students with an active IEP that are enrolled in high school.
* WAI staff are invited to all IEP meetings for active high school students, sharing eligible program services to the student & the IEP team.
* Brochures describing services are made available to students, teachers and to school counselors, as a resource for parents, qualified students, and potential employers.
* WAI staff also works with special education teachers to provide monthly career education lessons at which time program services are shared with the students and teachers.

**Transitional Partnership Program (TPP) Referral Procedure**

If a high school student meets the eligibility requirements, and is interested in DOR student services, there are a few ways they can get started with TPP:

* Students or parents can contact the TPP Program and meet with one of the Job Placement Specialist
* Case Carriers, general education teachers, staff, and or counselors can refer students to our program and a TPP Job Placement Specialist will contact the student to see if they may be eligible for DOR services.
* TPP Staff attend IEP meetings and will offer services to students that are between the ages of 16-21
* TPP staff also distribute Brochures along with referral forms to students, parents, teachers, school counselors, and case carriers.
* TPP staff present program services to all high school students and staff through the academic year

**Application to Program**

* Student completes the following forms:
  + DR203 – DOR Student Services Request
  + TPP Program Update Packet
  + DR260 – State of California consent to Release and Obtain Information
* These forms require a parent signature if the student is under 18 years of age.
* TPP staff schedule an intake meeting with the student, the DOR Counselor, and the TPP Job Placement Specialist.
* During the intake meeting, the DOR Counselor interviews the youth guiding them through the intake process.
* DR205 – DOR Student Services Agreement is completed by the DOR Counselor during the interview process.
* Following the meeting, the DOR Counselor will authorize the DOR Student Services that are to be provided by TPP.
* Following this authorization, the TPP Caseworker meets with the student and provides the agreed upon services which may include:
* Job Exploration Counseling
* Workplace Readiness Training
* Work-Based Learning Experiences (paid or unpaid)
* Instruction in Self-Advocacy
* Counseling on Post-Secondary Education

Upon graduation, TPP services end and the student can transition out of the TPP program and into DOR services if found eligible.

**DOR Referral Process:**

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

Referral sources may contact the assigned Potentially Eligible (PE) Counselor to schedule an intake for a student with disabilities, ages 16-21 by telephoning 707/445-6300. The PE Counselor can attend the student’s IEP or meet with the student to initiate completion of the DR203-Student Services Request and the DR260-Consent to Release and Obtain Information forms. Student Services begin after the student is determined Potentially Eligible and DOR PE staff can work with that student to determine if and when a referral to vocational rehabilitation (VR) services is appropriate.

A student with disabilities can also enter DOR services through the DNCOE Transition Partnership Program (TPP). This is a cooperative contract program between DOR and the Del Norte County Office of Education. Referrals to TPP are made through the TPP staff.

Applications for PE or VR services can also be obtained either at the local DOR office or online at www.DOR.ca.gov. Orientations are available at the local DOR Office in Eureka at 1330 Bayshore Way, Suite 101 on a regularly scheduled basis or upon request. Telephone (707) 445-6300 to obtain orientation information.

**Eligibility Requirements for each Core Partner**

**RCRC**

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: intellectual disability (an IQ below 70), cerebral palsy, epilepsy, autism spectrum disorder or disabling conditions closely related to intellectual disability or requiring similar treatment. In addition to having a qualifying diagnosis, a person must also have a substantial disability in three or more major life areas including: receptive and expressive language, learning, self-care, mobility, self-direction, capacity for independent living, and economic self-sufficiency.

**DNUSD WorkAbility I Program**

WorkAbility I services are available to students that are 14-21 & are currently enrolled in a high school education program, with a current IEP Individualized Education Plan in place.

**Transitional Partnership Program (TPP)**

Potentially Eligible Services: Potentially Eligible Services are available to any student ages 16-21 with a disability.

Vocational Rehabilitation Services: VR services from DOR is based on having a physical or mental impairment that results in a substantial barrier to employment, can benefit and needs VR services to reach an employment outcome.

**DOR**

DOR has two case types: Student Services (also called Potentially Eligible) and VR (Vocational Rehabilitation) services.

For Student Services, any student age 16-21 who is enrolled in a training program and has been identified as having a disability can participate.

Vocational Rehabilitation Services: VR services from DOR are based on having a physical or mental impairment that results in a substantial barrier to employment, can benefit and needs VR services to reach an employment outcome.

1. Coordinating Person-Centered Planning

**Del Norte Unified School District - Individualized Education Program (IEP)**

An annual IEP is held and will be developed in collaboration with the IEP. The IEP team includes the individual, parents/legal guardians, case carriers, DNCOE counselors, general education teachers, and TPP/WAI Staff.

**TPP/WAI -Individual Vocational Plan (IVP)**

Staff complete an IVP with all eligible students. IVP identifies agency resources that may be available to the student, along with immediate vocational goals, career interest, postsecondary needs, challenges, solutions, and additional comments. This document is continually updated as the student completes their immediate goals. The IVP also provides insight on all core partners that are able to provide additional support, maximizing opportunities.

Once the IVP is completed staff share the document with the student’s case carrier. Immediate goals are identified; staff begin working with the student on their first steps. The staff will also identify all core partners that can provide support, and begin the referral process.

Staff meet monthly with RCRC staff to discuss student needs and goals. Additional meetings will be scheduled with the student/guardians if necessary.

**RCRC – Individual Program Plan (IPP)**

Each person supported by RCRC has an IPP which is a document that records the decisions made by the individual and their planning team. 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 at least annually, or more frequently as needed.

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.

RCRC will also obtain a written release of information to invite RCRC vendored providers as appropriate to IEP Transition meetings and will make written referrals to adult service providers as identified in the IPP for adult services that are needed for the individual transitioning out of school.

**Individualized Plan for Employment (IPE)**

A term used by the DOR to refer to the contract 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.

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.

With appropriate releases in place, DOR staff will work collaboratively with DNCOE and RCRC staff to coordinate to the greatest degree possible the goals and activities of the individual’s IPE with those of their IEP and IPP.

DOR provides student services for those students between the ages of 16-21 through DOR’s Student Services Team and in collaboration with the DNCOE TPP co-operative contract. Potentially Eligible (PE) cases are opened for participating students. These services are focused on person centered planning for obtaining job readiness skills and include workplace readiness training, workplace learning experiences, self-advocacy training, job exploration counseling and post-secondary counseling. Students choose the individual services that they wish to receive.

At any time during a PE case a participant requires DOR services to participate in the student services, an application for DOR services can be completed. Upon eligibility determination for DOR services a Vocational Rehabilitation (VR) case will be opened and the Individualized Plan for Employment (IPE) will be written. The plan is focused on the person’s chosen vocational goal and the services needed to reach the goal.

It is important for DOR to be part of the transition planning process for graduating high school students. When DOR staff are unable to attend IEP/ITP meetings, partners in the LPA can relay important information to the planning team about DOR. Continued collaboration between LPA partners will provide the needed knowledge for this process to be effective. A focus point for PE students graduating high school is the option to apply for VR services. Additionally, high school students no longer in training or attending college post high school will no longer be eligible for student services.

1. Information Sharing and Documentation Process

**RCRC**

To promote a seamless transition for students 14-22 years of age, RCRC Coordinators will discuss with individuals and parent(s)/ legal guardians during the IPP meeting and annual reviews, the importance of them being invited to the IEP meetings and other important activities and goals involved in transitioning from school to adult life. The RCRC Service Coordinator (SC) will attempt to obtain a Release of Information (ROI) for Dept. of Rehabilitation and for Del Norte County Office of Education each year during the individual’s Individual Program Plan meeting reviews.

With consent for Release of Information has been signed, the SC will share it with the partner agency. Annually, or as needed, RCRC will share the names of clients enrolled in high school in Del Norte County and who are ages 14-22 years of age and who have given consent for their information to be shared with DNCOE. Monthly RCRC Transition SC will meet with TPP/WAI to identify people mutually served who need additional services/supports to obtain competitive integrated employment, this will only be done for individuals with a signed release for information to be shared between the two entities.

**TPP WAI**

TPP & WAI staff attend all IEP meetings scheduled for high school/transition students. During the IEP meeting staff share information of all vocational program services offered, IVP goals (Individual Vocational Plan), along with next steps for the individual, and IEP team members.

* A monthly case staff meeting is scheduled with the RCRC Service Coordinator each academic year.
* TPP shares monthly queries with DOR for all PE consumers.
* TPP & WAI input all vocational services into Aries database which is shared with authorized district staff.
* District exchange and release forms for DOR, and RCRC are required for all students participating in a paid work experience.
* DOR ROI Forms are signed annually for all PE students. When a student turns 18 a new ROI must be signed and submitted to DOR.
* IVP’s are completed annually and shared with DNUSD certificated staff, guardians/Parents, students, and core agencies (pending current ROI).

**DOR**

DOR Counselor attends all intake appointments for PE applicants that are interested in vocational services. DOR will attempt to attend IEP meetings as invited for PE/VR students.

* DR260- Form State of California Consent to Obtain & Release Information is completed by DNUSD staff, students, and Parents/legal guardians and annually updated. The form needs to be signed by parents/guardians if the student is under 18.
* DR205 Form - DOR Student Services Agreement is completed by the DOR Counselor during the interview process and shared with TPP.
* DR203 Form- Student Service Request is completed and shared with TPP/DOR. The form needs to be signed by parents/guardians if the student is under 18
* DOR counselor inputs all DNUSD TPP queries into database Quarterly

1. **Related Resources**

College of the Redwoods DSPS- Light Center

https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-Center

Homeless & Foster Youth Services

https://www.dnusd.org/Page/218

American Indian Education Services Information

https://www.dnusd.org/Page/220

Smart workforce Center

https://www.thesmartcenter.biz/del-norte

Tolowa Dee-Ni Nation- TERO

https://www.tolowa-nsn.gov/departments/tero/

Tri-County Independent Living

https://tilinet.org/

**RCRC Vendors who assist adults (18+) with finding and maintaining competitive integrated employment in Del Norte County:**

**Community & Employment Links**

1080 Mason Mall, #2

Crescent City, CA 95531

(707) 465 - 6207

**The Dragonfly Program**

1044 Hwy. 101 South

Crescent City, CA 95531

(707) 954-1140

**New Dawn Support Service**

1570 South Railroad Ave.

Crescent City, CA 95531

(707) 465-1460

**Reaching For Independence**

355 Standard Veneer

Crescent City, CA 95531

707-465-1599

# Communication

* 1. Informational

Core partners will make efforts towards improved communication and collaboration by presenting information during:

* Person Centered Planning Meetings
* District Board Meetings
* Back to School Night
* Workshops & Trainings
* Quarterly Newsletters
* TPP WAI School Site Presentations

b. Functional Communication

All Core partners of the Local Partnership Agreement will meet quarterly to review progress and add new updates to the LPA. Updating the LPA will be a continual process. Core partners will work together to identify best practices in sharing information with local community stakeholders.

* + DOR & TPP meet quarterly
  + TPP/WAI meet monthly with RCRC
  + TPP/WAI, RCRC will attend Youth Service Collaboration meetings

c. System Measures

Del Norte LPA will work together to identify effective ways of collecting data and tracking information that measures outcomes leading towards competitive integrated employment.

The following systems currently used include:

* WAI Data End of Year Reports
* WAI Follow Along
* TPP Production Report
* DOR Reports of progress in training
* RCRC CIE incentive payment data
* RCRC paid internship data
* DOR Successful Closure data

**LPA Core Partners**

Contact Information

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**Signatures:**

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