

# ***Kern-Inyo-Mono County Local Partnership Agreement***



## **I. Intent/Purpose**

The purpose of the Kern-Inyo-Mono County Local Partnership Agreement (KIMLPA) is to build collaborative partnerships that foster preparation for and achievement of Competitive Integrated Employment (CIE) for youth and young adults with disabilities ages 16 to 22 including individuals with Intellectual Disabilities and Developmental Disabilities (ID/DD).

The LPA agreement will articulate the actions to be taken amongst the Core Partners to improve and deliver services, ensure person centered planning processes, and increase employment opportunities for youth and young adults with disabilities.

The role of the LPA will be to identify community agencies that play a critical role in supporting and serving individuals with disabilities. The goal is to collaborate with hopes of increasing knowledge of each agency, an understanding of services provided, and development of a plan to provide services while minimizing duplication.

## **II. Identification of Core Partners**

Core partners include the Local Education Agencies (LEAs), Department of Rehabilitation, and Regional Centers participating in the KIMLPA.

### **Local Education Agency Partners**

- Bishop Unified School District
- Delano Joint Union High School District
- Kern High School District
- Mammoth Unified School District
- Sierra Sands Unified School District
- Tehachapi Unified School District

### **Department of Rehabilitation Partners**

- DOR-Kern, Inyo & Mono County (KIM)

### **Regional Center Partners**

- Kern Regional Center

### **III. Identification of Community Partners**

Core partners will coordinate with local community partners to develop and maintain the KIMLPA based on local needs by sharing resources, streamlining the processes, and by providing information to individuals with disabilities.

Community partners may include, but not be limited to:

- Bakersfield Adult School-Kern High School District
- Bakersfield Community College
- Americas Job Centers of California
- Kern County Behavioral Health & Recovery Services
- KIM-America's Job Center
- Kern Regional Center

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

An objective of the KIMLPA shall be to streamline the referral process collectively established among LEAs, DOR, Regional Center, and other community partner agencies, which provide services to individuals with ID/DD. Information sharing and documentation process and Resources. The Core Partners also agree that all plans will be reached through a Person-Centered approach to support individuals towards their preferred future, that information sharing and documentation processes will be established, and that resources will be leveraged.

- A. Referral and Intake Process for Each Core Partner**
- B. Coordinating Person Centered Planning**
- C. Information Sharing and Documentation Processes**
- D. Resources**

#### **A. Referral and Intake Process for Each Core Partner**

##### **Local Education Agencies**

A referral for special education evaluation can come from a parent, teacher, or other service provider. If an LEA suspects that the student (aged 3-21) has a disability, it is obligated to conduct an assessment in order to determine eligibility for special education services. If the student is found to be eligible under one of 13 eligibility categories, the team will develop an Individualized Education Program (IEP) in order to address goals and services that are designed to meet the student's academic and behavioral needs.

Each participating LEA has its own referral and intake process for WorkAbility I (WAI). Students must have an active IEP, be able to legally work in the United States, have good attendance, at least a 2.0 grade point

average and no discipline concerns in order to be considered for participation. Depending on the LEA's policy, participants may be "served" by WAI, which means they are provided pre-vocational skills training, or they may be "placed", meaning they are connected to employment with a local business partner for a predetermined number of hours.

## **Kern Regional Center**

### **Referral Process**

Parents, teachers, counselors, relatives, friends or the individual requesting services may make referrals to Kern Regional Center referrals are taken by phone, fax, mail, or email and in person. Anyone with a known or suspected developmental disability is eligible for an assessment of diagnosis and a determination of eligibility for regional center services. A referral can be made at any age; however, the onset of the developmental disability must have been prior to the age of 18. Consent must be given by the individual and/or their conservator in order to proceed with the assessment process.

### **Eligibility Criteria**

The assessment process an individual must go through to qualify for KRC services is referred to as the "Assessment process." During this process, KRC will gather social, psychological, psychoeducational and medical information to determine eligibility for KRC services. Best practice that all records relevant to the application process for regional center eligibility is provided by the individual/conservator. The Assessment process varies slightly depending on the age of the applicant.

Diagnoses that qualify a person for Regional Center services include the following developmental disabilities:

- Autism
- Cerebral Palsy
- Intellectual Disability
- Epilepsy
- Conditions closely related to, and requiring treatment similar to Intellectual Disability

In addition, to qualify for Regional Center services, a person's developmental disability must:

- Originate prior to age 18
- Be expected to continue indefinitely
  
- Be a substantial disability, meaning the person experiences significant limitations in three or more of the following areas:
  - Self-Care
  - Language & Learning
  - Mobility & Self Direction
  - Capacity for Independent Living & Economic Self-Sufficiency

### **Referrals from KRC to DOR**

Best Practice is for the KRC Service Coordinator (SC) to submit the referral through their Employment Specialist, although an individual may self-refer. To refer an individual served by KRC, their SC will submit the DS1968 Vocational Services referral form, Individual Program Plan (IPP), and Client Development Evaluation

Report (CDER) to the Employment Specialist. The Employment Specialist reviews the forms and mails the documents to the DOR counselor assigned to KRC, along with a cover letter explaining the preferences of the individual. Referrals from KRC to DOR are handled in the same way for each age group.

Once an individual is referred, a letter will be mailed from DOR to the individual scheduling an intake appointment, and a copy will also be sent to the SC. The SC will support and encourage the individual to fully participate with DOR.

## **Department of Rehabilitation**

Referrals come to DOR from various partners, educators, family, and friends. Interested individuals may view the orientation video online, via the DOR website ([dor.ca.gov](http://dor.ca.gov)). Subsequently, an online application may be completed, which is also accessible on the website. This application is submitted electronically and is routed to the local DOR office. Once your information is received by the Bakersfield office, an intake is scheduled with a Vocational Rehabilitation Counselor. During the scheduled appointment the Counselor will do an assessment to determine eligibility for DOR services. It is the policy of DOR that the Rehabilitation Counselor shall determine eligibility on the date of application if sufficient information is available. Sufficient information may include observations of visible and nonvisible disabilities and resulting impediment to employment through skilled interviews by the Rehabilitation Counselor. Such observations may be used in lieu of medical records or medical information of record (MIOR). When a Rehabilitation Counselor determines, using their professional judgement, that additional information is necessary to determine eligibility, MIORs and additional evaluations may be ordered, as appropriate.

Throughout the process the applicant will be provided with *informed choice* to be actively involved.

- Informed choice means the provision of activities whereby individuals **with disabilities** served by projects have the opportunity to be active, full partners in the rehabilitation process, making meaningful and informed choices as follows:
  1. During assessments of eligibility and VR needs.
  2. In the selection of employment outcomes, services needed to achieve the outcomes, entities providing these services, and the methods used to secure these services.  
(34 Code of Federal Regulations, part 361.52; see also 29 United States Code, section 722(b) (2)(B).)

*\*\*\*If the applicant is a youth or young adults with a disability aged 16 to 22 they may be eligible for Potentially Eligible services (PE).*

### **To be eligible for DOR Potentially Eligible (PE) Services, an individual must:**

To get DOR Student Services the individual must be a student who is enrolled in school and has:

- A 504 Plan, or is eligible for one.
- An IEP.
- A disability.
- Others think they have a disability.

## **To be eligible for DOR Vocational Rehabilitation (VR) services, an individual must:**

**DOR = Eligibility and IPE (Individualized Plan for Employment) Process & Timeline Eligibility:** To be eligible for services from the DOR, an individual must:

- Have a physical or mental impairment that creates a substantial impediment to employment.
- Require VR services to prepare for, secure, retain, advance in, or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
- Be able to benefit from the DOR services in terms of an employment outcome in an integrated setting.

The DOR presumes that individuals with the most significant disabilities can benefit from an employment outcome, and is responsible to provide each individual with an assessment to determine the individual's eligibility and priority for services and VR needs. Prior to determining that an applicant is unable to benefit due to the significance of the individual's vocational barriers related to their disability, the DOR must explore the individual's abilities, capabilities, and capacity to perform in work situations through the use of trial work experiences with appropriate supports provided by the DOR.

- Request VR services in one of the following ways:
  - Contact the local DOR office in your area. Complete and sign form DR 222—Vocational Rehabilitation Services Application.
  - Apply for Services online at the DOR website: [www.dor.ca.gov](http://www.dor.ca.gov) or print an application from the DOR website and mail the completed form DR 222—Vocational Rehabilitation Services Application to your local DOR office.
  - Visit a One-Stop Center. Complete an intake application form requesting VR services.
- Provide DOR with information necessary to begin an assessment to determine eligibility and priority for services.
- Be available to complete the assessment process. This may include activities such as attending the initial interview, watching an orientation video, participating in the evaluation of your skills and capabilities, and completing your part of any actions you and your VR Counselor have agreed to.

## **B. Coordinating Person-Centered Planning**

### **Local Education Agencies**

A student's IEP is developed annually in collaboration with the IEP team, which includes the parent/guardian, general education teacher, LEA administrator, special education teacher, and others who are providing services to the student. The student is involved in their own IEP planning when appropriate, but must be invited when transition planning is being discussed.

By the time a student on an IEP turns 16, a transition plan must be developed as part of the IEP process. The transition plan is based on formal and informal assessments, and outlines what a student plans to do once

they leave high school, as well as annual goals and services that will help the student eventually achieve those plans. Input from the student, parents/guardians, as well as agencies related to the student's post-secondary goals, is crucial to the success of the transition planning process. The LEA shall invite, with the consent of the parent or adult student, a representative of any outside agency that is likely to be responsible for providing or paying for the transition services.

The transition plan also includes a statement related to whether the student is planning to graduate with a high school diploma or a certificate of completion. If a student meets all high school graduation requirements and receives a diploma, special education services end.

If, however, the student is participating in a course trajectory that leads to a certificate of completion (for example, a functional skills curriculum), that student is eligible to stay in school and receive special education services until they turn 22.

### **Kern Regional Center**

The goal of Kern Regional Center (KRC) is to assist individuals to whom supports, and services are provided, in order to have the most meaningful and independent lives possible. In order to achieve this objective, the Individual Program Plan (IPP) is created during a meeting with the person served by KRC and their KRC Service Coordinator (SC). KRC participants are encouraged to invite anyone they wish to attend the IPP meeting. Depending on the individual's support needs and preferences, the IPP team can include parents, family members, caregivers, Child Welfare Services (CWS), community mental health, teachers, or other service providers. It is important for all members of the team to remember that the individual's choices and goals guide the IPP meeting, which is the defining aspect of Person-Centered Planning.

IPP meetings are typically held annually in the individual's birth month; however, an IPP meeting can be requested at any time. During the IPP meeting, the team will discuss various aspects of the person's life, including their living situation, school or work, ability to complete self-care, behavioral health, as well as their medical conditions/needs. These discussions are the foundation of the Desired Outcomes listed in the IPP, which define the individual's goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the person served will receive.

### **Department of Rehabilitation**

**Student Services Plan for Potentially Eligible (PE) Students** - The planning begins with the initial discussion to provide the student with information on the DOR Student Services.

DOR Students Services are designed to help students with disabilities begin to identify career interests and learn skills to maximize their success in the transition from school to postsecondary education, employment, independence, and economic self- sufficiency.

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

- Job Exploration
- Work-Based Learning Experiences
- Postsecondary Enrollment Counseling

- Workplace Readiness Training
- Instruction in Self Advocacy

The DOR Student Services team will engage the student in identifying needed services and exercising informed choice. The student services and activities in which the student expect to participate in will be documented in the DR 205 – Student Services Plan. The Plan also includes chosen providers and estimated start dates.

The specific activities they participate in will depend on their needs, interests, and the choices available in the local area. As the students continue to participate, their needs and interests may change. Students need to stay in communication with the DOR team. The students can add or change their expected activities to any within the five services in the Student Services plan.

DOR staff will coordinate with the student and the LEA to provide Student Services directly or through a collaborative contract. The student is responsible for providing information requested by DOR, notifying DOR if they change schools or no longer enrolled in school and fully participate in Student Services meeting and activities.

**Individualized Plan for Employment (IPE)** – A term used by the Department of Rehabilitation (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 provide to assist the client in meeting that goal.

- The IPE is a written plan listing consumer job objective and DOR services the individual will receive to reach his/her employment goal. The consumer 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 consumer transitioning from Secondary Education, Alternative Schools, or Post-Secondary Education. The IPE will be developed within 90 days of eligibility determination.
- Individualized Plan for Employment (IPE) is developed in collaboration with the consumer, the Department of Rehabilitation (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.

### **C. Information Sharing and Documentation Processes**

#### **Local Education Agencies**

Available LEA documentation related to student eligibility and planning may include:



- IEP, including Individualized Transition Plan (ITP)
- Psycho-Educational Assessment Report(s)
- Transition-Related Assessments and Surveys
- Summary of Performance (completed as part of IEP during student's final year in school)
- WorkAbility I Records & We Can Work Documentation
- Transcripts
- Health Records

Due to the confidential nature of these documents, a Release of Information signed by the parent or adult student is required before being shared.

### **Kern Regional Center**

**Consent:** LPA partners may share information to be used in obtaining the goals written in an individual's IPP, IPE, and IEP in order to prepare for and achieve CIE. Before any information can be shared, the proper consent forms, signed by the individuals served, must be obtained. Person-centered processes would include ensuring that the individual understands what he/she is signing and why he/she is signing it. KRC must have fully informed consent from the individual or their legal representative. KRC utilizes the DS1968 Vocational Services Referral Form and the KRC Authorization to Use and/or Disclose Information Form.

**Assessment:** KRC will share assessment documentation including the IPP and KRC's psychological and/or medical evaluations. KRC does not share third party medical records and ask that LPA partners request that information directly from medical providers.

**PIP and CIE data:** KRC's Employment Specialist will track data to assess the outcomes of the Paid Internship Program (PIP) and the Competitive Integrated Employment Incentive Program utilizing the spreadsheets and information provided by the Department of Developmental Services (DDS). KRC will share this information to assist in assessment, planning and developing policies and procedures.

**DOR:** KRC must refer all youth seeking employment under the age of 25 to DOR. For youth under the age of 25 who want to work in Supported Employment or Work Activity Program (WAP) at sub-minimum wage, DOR provides KRC with required forms reflecting Career Counseling Information and Referral (CCIR) training, Pre-Employment Transition Services, and case closure as "Other than Rehabilitated". Adults, 25 and older who prefer to work in Supported Employment or a WAP need not be referred to DOR.

KRC would like to request that copies of transition letters and closure letters be sent to the KRC Employment Specialist to ensure continuity of services to where the individual's SC will receive a copy as well.

**Employment Documents and Portfolio:** With proper consent, KRC will share documents related to employment such as resumes, cover letters, transcripts, diplomas, letters of recommendation and other items that would be part of an employment portfolio. KRC would like to obtain these documents from the LPA partners as necessary in order to assist an individual in obtaining CIE.

### **Department of Rehabilitation**

Whenever possible, DOR will apply expedited enrollment for purposes of determining eligibility. DOR will utilize available disability information provided by LPA partners to determine the individual's eligibility and

priority for services and VR needs. Additionally, DOR will accept verification of Social Security disability benefits as verification of disability.

If additional information is necessary, DOR staff will discuss the need with the consumer to request Medical and Psychological records which are used to determine Eligibility for DOR services. DOR will request records from physicians, after the consumer signs a DR 260, Consent to Release and Obtain Information and a DR 260 Consent to Release Information.

DOR protects the right to privacy of each individual who is or has been an applicant or consumer of the DOR.

For consumers under the age of 18 or under conservatorship, the parents and/or guardians will be included in the discussions.

For purposes of eligibility and planning, DOR may share documents with a signed DR 260 - Consent to Release and Obtain Information form. DOR will also accept partner's Consents to release information for the purpose of information sharing when available.

Documents may include but are not limited to:

- Trial Work Experience/External Situational Assessment reports
- Psychological Testing reports
- DR 215, Individual Plan for Employment
- DR 397A, Career Counseling Information and Referral Form A: Verification
- DR 397D, Pre-Employment Transition Services: Documentation of Completion for Youth Known to be Seeking Subminimum Wage Employment
- DR 229 Closure Report
- Individual Employment Profile
- Transcripts
- Diplomas

DOR can release these documents once a signed DR 260 Consent to Release and Obtain Information form is on record.

#### **D. Resources**

The following resources are available within the KIMLPA catchment area to improve CIE opportunities and outcomes:

##### **Kern Regional Center**

**Paid Internship Program:** KRC can fund internships through its service providers or a financial management service that will reimburse employers for 100% of wages and payroll costs when providing an internship. The purpose of the internships is to acquire experience and skills that will result in competitive integrated employment. Through the WorkAbility I array of services and the transition component of the IEP process, LEA staff work with students to develop career awareness and identify job skills. KRC can improve efficiency by working with school districts and through Workability I programs to identify students who might be eligible or ready for a paid internship.

**CIE Incentive Program:** Service Providers are paid incentive payments for placing individuals in CIE after 30 days, 6 months and one year of employment. These payments are in addition to DOR's fee for service.

**Work Incentive Planning Program:** KRC will continue to refer individuals who are concerned about how working may affect their SSI benefits to DOR's Work Incentive Planning Program.

**Employment Networking Meeting:** HIRE Committee hosts a networking meeting monthly for its employment service providers. Guest speakers provide information on topics such as Meeting with Employers, SSI Work Incentives, and PIP/CIE programs. HIRE Committee also provides information that allow service providers to interact and develop best practices when seeking employment for the individuals served. KRC will invite the members of the LPA to these meetings.

### **Other Resources from Core and Community Partners**

A variety of resources are available from core and community partners, including but not limited to the following:

**Independent Living Center of Kern County:** provides independent living and work readiness training for individuals with disabilities.

**Post-Secondary Opportunities:** College to Career, Transition to Independent Living Program (TIL) at Taft College and the Wayfinders Program at California State University Fresno are post-secondary programs with employment goals as part of their curriculum. These programs require participants to be consumers of both KRC and DOR.

### **Existing local agreements/Memorandum of Understanding**

DOR and America's Job Center of California (AJCC) engage in a Memorandum of Understanding (MOU) for the purposes of collaboration of services. The AJCC are the local One-Stop Centers within the Kern, Inyo and Mono Workforce Development Area which serve as the recruitment center and training access for local employers and job seekers. The AJCC is the cornerstone of the Kern, Inyo and Mono Counties Workforce Development Board, and its partners are jointly responsible for the workforce and economic development, education, and other resource service programs. The AJCCs are governed by the Workforce Innovation and Opportunity Act of 2014, Public Law 113-128, 29 U.S.C. 3101, et seq., as amended, which emphasizes customer choice, job-driven training, provider performance, and continuous improvement. The quality and selection of providers and programs of training services is vital to achieving these core principles.

### **Education Programs**

- Bakersfield, Bishop, Mammoth, Sierra Sands and Tehachapi Adult School programs
- Community Colleges:
  - Disabled Student Programs and Services Department
  - WorkAbility III
- LEA Programs:
  - WorkAbility I

- Career Pathways
- Career/Technical Education (CTE)
- Adult Transition Programs
- Community Based Instruction Programs

## **Department of Rehabilitation**

**Windmills:** Disability awareness training for employers and local agencies.

**Disability Etiquette Training:** Disability Etiquette training will be offered and provided to employers and local agencies.

**Pre-Employment Transition Services:** Services provided to students with disabilities, ages 16-21, which includes job exploration counseling, work-based learning opportunities, counseling on opportunities in post-secondary education, workplace readiness training, and self-advocacy instruction.

**On-The-Job Training:** Wage reimbursement for employers who hire DOR consumers.

## **V. Communication**

### **1. Informational**

Core partners will share information with individuals and their families via in-person meetings (IEP, IPP and IPE meetings), social media, websites, and informational events (resource fairs, workshops). Information may also be shared with stakeholders during other meetings, such as Community Advisory Committee, HIRE Committee, Kern Disability Collaborative, Primary Advisory Committee, and local WorkAbility I Advisory meetings.

### **2. Functional**

KIMLPA will meet at least twice annually for the purpose of sharing resources, training opportunities, and best practices. Efforts will be made to ensure administrators from the various organizations are kept up-to-date on LPA efforts to ensure buy-in and organizational support.

KIMLPA will serve as the functional collaborative that will promote cross-agency service delivery efforts, including addressing systems issues and problem solving for CIE programming.

Updating the LPA documents will be an ongoing process through biennial meetings. Additional communication will occur via emails and phone calls.

Communication between Core Partners and the Individuals they serve:

### **Kern Regional Center**

Once an individual is determined to be eligible for KRC services, then they will be assigned a Service Coordinator. The Service Coordinator is the main source of contact for the individual when contacting KRC.

If the Service Coordinator is out, then the individual may contact the Program Manager of the Service Coordinator. KRC's Employment Specialist is the person responsible for orienting individuals to pathways available through collaboration with the LPAs.

### **Local Education Agencies**

When a student is eligible for an IEP, information is shared in-person at a minimum once per year. Each student has a case manager who serves as the main point of contact for the parent, student, and other stakeholders. In addition, each LEA who maintains a WorkAbility I program has personnel that communicates with students and families regarding services and placements.

### **Department of Rehabilitation**

DOR consumers have a Rehabilitation Counselor and Service Coordinator assigned to them. The consumer may contact the Counselor or SC by phone or email. If neither is available, the consumer may call the main number and ask for the Counselor of the Day. Once employment services begin, DOR's Business Specialist will provide services and be an additional contact for the consumer.

**The three core partners will share contact information and be accessible to each other between LPA meetings.**

### **3. System Measures**

KIMLPA core partners will collect data pursuant to their respective programs. This will be an ongoing area of focus as the group seeks best practices for data collection. Core partners will review and evaluate the LPA at least annually and update as needed.

### **4. Contact Information**

Contact information for core partners can be found in Appendix A.

## **VI. Optional Attachments/Appendices**

Appendix A: Contact Information for Core Partners

Appendix B: Glossary of Acronyms

## Appendix A

### Department of Rehabilitation

Priscilla Varela, Staff Services Manager I  
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661-395-2533

Maria Curiel, Staff Services Manager I  
[mcuriel@dor.ca.gov](mailto:mcuriel@dor.ca.gov)  
661-395-2531

### Kern Regional Center

Jamie Patino, Employment Specialist  
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661-852-3203

Suzanne Toothman, Program Manager  
[stoothman@kernrc.org](mailto:stoothman@kernrc.org)  
661-852-3254

Cherylle Mallinson, Community Service Director  
[cmallinson@kernrc.org](mailto:cmallinson@kernrc.org)  
661-852-3207

### Local Education Agencies

**Inyo County Superintendent of School**  
Heather Carr, SELPA Director  
[hcarr@inyocoe.org](mailto:hcarr@inyocoe.org)  
760-873-2426

**Delano Joint Union High School District**  
Deanne Sanchez, Director of Special Education  
[dsanchez@DJUHSD.org](mailto:dsanchez@DJUHSD.org)  
661-720-4145

**Kern High School District**  
Sandy Niday, Director of Special Education/SELPA  
[sandy\\_niday@kernhigh.org](mailto:sandy_niday@kernhigh.org)  
661-827-4529

**Mono County Office of Education**  
Nnamdi Uzor, SELPA Director  
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760-934-0031

**Sierra Sands Unified School District**  
Paul Delbrick, Executive Director/SELPA  
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760-499-1703

**Tehachapi Unified School District**  
Dennis Ferrell, Director of Special Education  
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661-822-2103

## Appendix B

### Glossary of Acronyms

**AJCC:** America's Job Center of California (AJCC) is the local One-Stop Centers within the County of Kern, Ino and Mono Counties. There are fourteen AJCCs in Kern, Inyo and Mono Counties and the AJCCs are governed by the Kern, Inyo and Mono Workforce Development Board, through its fiscal and administrative agent, Employers' Training Resource.

**CCIR:** Career Counseling Information and Referral; provided by Department of Rehabilitation to eligible youth under the age of 25 who want to work in a sub-minimum wage setting.

**CDER:** Client Development Evaluation Report; updated by Service Coordinator yearly to reflect changes in individuals' development.

**CIE:** Competitive Integrated Employment; the setting in which individuals with disabilities, including those with intellectual and developmental disabilities, shall be employed – alongside non-disabled peers and earning at least minimum wage.

**KRC:** Kern Regional Center; the regional center serving the areas within the scope of this agreement (Kern County).

**DOR:** Department of Rehabilitation; agency that serves eligible individuals who have a physical or mental impairment that substantially impedes their ability to obtain employment.

**ID/DD:** Intellectual Disability and Developmental Disability; the goal of the Local Partnership Agreement process is to help individuals with ID/DD obtain competitive, integrated employment.

**IEP:** Individualized Educational Program; the educational document developed and updated annually when a student, aged 3-21, is eligible for special education.

**IPE:** Individualized Plan for Employment; a written plan, jointly developed by the consumer and DOR Counselor, which identifies employment goal and services to be provided during vocational rehabilitation program.

**IPP:** Individual Program Plan; Individuals served by KRC meet with their Service Coordinator yearly to set goals in the areas of living, self-care, behaviors, education or work program, and health care.

**ITP:** Individualized Transition Plan; part of the IEP process for students starting at age 15 that addresses their post-secondary plans and needs.

**KIMLPA:** Kern Local Partnership Agreement; agreement among Kern County agencies to promote competitive, integrated employment for the students they jointly serve.

**LEA:** Local Education Agency; the school, district, or county office that is serving a student.

**LPA:** Local Partnership Agreement; an agreement among local education agencies, Department of Rehabilitation, and Regional Centers to foster preparation for and achievement of competitive integrated

employment for individuals with disabilities including individuals with intellectual disabilities and developmental disabilities.

**MOU:** A type of agreement between two or more parties.

**PE:** Potentially Eligible.

**PIP:** Paid Internship Program; a KRC program designed to provide paid internships to eligible served individuals.

**SC:** Service Coordinator; a representative from KRC who provides services for an eligible individual.

**SSI:** Supplemental Security Income; a Social Security benefit designed to assist eligible people with disabilities who have little or no income.

**VR:** Vocational Rehabilitation

**WAI:** WorkAbility I is a grant awarded through the California Department of Education with the goal of providing eligible students in special education with pre-vocational and work experience.