

# **Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne Counties**

## **Local Partnership Agreement FY 23-24**

### **Competitive Integrated Employment Blueprint**

#### **I. Intent/Purpose**

The purpose of the Local Partnership Agreement (LPA) for Competitive Integrated Employment (CIE), is to improve the levels of services and employment opportunities for individuals with disabilities through focusing on person-centered planning, streamlining the provision of services targeted for this population and building creative collaborations among the Department of Rehabilitation (DOR), Local Education Agencies (LEA), Valley Mountain Regional Center (VMRC), community partners focused on employment and the business community at large.

This local Community of Practice (COP) will focus on improving the outcomes of individuals with disabilities. Activities for these individuals will focus on education and employment that will engage our stakeholders, employers and increase community awareness, abiding by the established prevailing wage, (i.e., goal setting, ongoing clear communication, sharing of resources, cross training and shared trainings).

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

Participating core partners in the LPA: San Joaquin and Stanislaus Department of Rehabilitation, Valley Mountain Regional Center, local Special Education Local Plan Area (SELPA's) /LEA's.

##### **Department of Rehabilitation**

Stockton Branch, San Joaquin Valley District  
Modesto Branch, San Joaquin Valley District

##### **Valley Mountain Regional Center**

Stockton, Main Office San Joaquin County  
Modesto Branch Office, Stanislaus County  
San Andreas Branch Office, Amador, Calaveras, Tuolumne Counties

##### **LEA Core Partners**

Amador County Office of Education  
Calaveras County Office of Education  
East Valley Education Center (NPS)  
Lodi Unified School District/SELPA

San Joaquin County SELPA  
Stanislaus Academy (NPS)  
Stanislaus SELPA  
Stockton Unified School District/SELPA  
Tuolumne County Superintendent of Schools

*Attachment A: Core Partner Contact List Page 33*

*Attachment B: LPA Team Contact List Page 36*

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

A primary role of the LPA will be the identification of the community partner agencies which play a critical role in serving individuals with disabilities.

The core partners: DOR, LEA, and VMRC will share coordination with local community partner providers and local businesses to develop and maintain the LPA based upon the local needs.

The LPA core members will agree to share resources, cross training, streamline the processes, collaborative staff development training and sharing of service information.

#### **Community Partners:**

Community partners may take the form of any local organization or stakeholders whose participation supports LPA objectives.

#### **Post-Secondary Education:**

California State University, Stanislaus, Disability Resource Services  
Columbia Community College, Disabled Student Programs and Services (DSPS)  
Modesto Junior College (DSPS)  
San Joaquin Delta College/Community College (DSPS) (Including WorkAbility III)

#### **Public Community Services:**

County Behavioral Health, America's Job Center of California (AJCC)

#### **Private Non-Profit Social Services and Organizations:**

Community Center for the Blind and Visually Impaired/Stockton, Disability Resource Agency for Independent Living (DRAIL), Family Resource Network (FRN), Independent Living Centers, NorCal Deaf Services, and Mother Lode Job Training.

#### **DRAIL Agency and Referral Process:**

##### **Disability Resource Agency for Independent Living (DRAIL)**

Independent Living Centers (ILC) are designed and operated by people with disabilities in response to local needs. As an Independent Living Center, DRAIL has successfully assisted many individuals to obtain Social

Security benefits, acquire adaptive medical aids, and gain necessary accommodations to participate in vocational training. DRAIL's core services are Information and Referral, Individual and Systems Advocacy (including Social Security benefits advising), Independent Living Skills, Peer Counseling, Transition and Diversion, managing Personal Assistants, applying for Housing, and Assistive Technology. DRAIL's services are free.

Who is eligible for DRAIL services? People of all ages with any type of disability. The individual does not need to be able to communicate verbally, but they must have some way to communicate or to indicate that they would like a representative to communicate on their behalf.

**To refer to the DRAIL Independent Living Centers: The consumer may contact DRAIL by the following:**

Stockton at 209-477-8143 or 209-465-5643 TTY;  
Modesto at 209-521-7260 or 209-576-2409 TTY;  
Sonora at 209-532-0963 or 209-288-3309 TTY.

The consumer is welcome to have someone assist them make the call. Any party with a release of information may also contact DRAIL.

**Work Incentives Planning and Assistance (WIPA).** Work Incentives Planning and Assistance (WIPA) projects are community-based organizations authorized by the Social Security Administration to help people understand Social Security work incentives. WIPA helps people make informed choices about work by helping people to understand how work will affect their Social Security benefits, health care, and other public benefits. WIPA also helps people make informed choices about how to use the Ticket to Work program and choose employment supports. Once people start working, WIPA remains available to help them navigate their changing benefits situation on the way to financial independence. WIPA services are confidential and free.

Who is eligible for WIPA services? People who are age 14 or over, and who are receiving Social Security benefits based on disability (SSI or SSDI), OR who would be getting Social Security benefits based on disability, but are in non-pay status and only getting health care coverage because of income from work.

To refer to the WIPA program: People interested in how work will affect their benefits may contact the Ticket to Work Helpline at 866-968-7842 or 866-833-2967 TTY. They should have their SSN and DOB available. They are welcome to have someone assist them make the call.

**Advisory Departments:**

Department of Developmental Services (DDS), State Council on Developmental Disabilities (SCDD)

*Attachment C: LPA Community Resources Page 37*

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

The core partners agree that all plans will be reached through a Person-Centered approach.

Person-Centered planning is an approach to support an individual towards their preferred future. The preferred future is what the individual wants to do based on their needs, strengths, resources, priorities, concerns, abilities, capabilities, preferences, lifestyle, cultural background, and informed choice. The person-centered planning process is an on-going process and not one single meeting. A team of people who know the person best; family, friends and other identified resources of support can assist the consumer with the planning process and making informed decisions for their preferred future. This can occur during a DOR plan development meeting, when making decisions about the Individualized Plan for Employment (IPE), at the Regional Center during an Individualized Program Plan (IPP) meeting, and at the High School during an Individualized Educational Program (IEP) meeting.

**1. Referral and Intake Process to Core Partners**

The LPA shall ***streamline the referral process*** between the VMRC, DOR, LEAs, and other community partner agencies which provide services to individuals with disabilities by sharing the process, optimizing partner resources, determining the appropriate time to refer a student and sharing program goals.

**Department of Rehabilitation**

**Referral Process**

Secondary and post-secondary students ages 16-21 with an Individual Education Plan (IEP), 504 Plan, or considered to have a disabling condition may be Potentially Eligible (PE) for DOR Student Services.

Referrals can be made through placement in a Transition Partnership Program, if available, or through submission of a completed DR 203

Student Services Request Form and a signed DR 260 Consent to Release Information to designated DOR Student Services team member(s).

The LEA may also refer a student by inviting DOR Counselor to the IEP meeting. The DOR Counselor will provide the student and parents / guardians pertinent DOR information and collect necessary information to initiate application for DOR services.

Students and non-students with a disability who intend to pursue Competitive Integrated Employment, and who require additional services may apply for full vocational rehabilitation (VR) services. Direct referrals for full VR services can be made through submission of DR 210, DR 222 or DS 1968, along with a signed DR 260 and relevant materials documenting an eligible disability.

It is important that LPA partners discuss the referral with student / individual and family prior to sending the information to DOR. Upon receipt of referral information, designated DOR team will contact the interested student or individual and schedule initial meeting.

**REFERRAL TO TPP:**

The Transition Partnership Program (TPP) – Students are being referred to the TPP based on an IEP, 504 plans, or Potentially Eligible (PE). The referrals are during their sophomore, junior, and senior academic years. It can be initiated by their teachers, program specialist, and/or self-referral.

**REFERRAL TO WORKABILITY III (WAIII):**

The WAIII – Students are being referred to DOR when the DSPS Counselor has been made aware they have a disability and are in need of financial assistance. Once referred, they are scheduled to meet with the Rehabilitation Counselor twice a month on Wednesdays. The Rehabilitation Counselor will complete an orientation. Paperwork is given to the student for completion and the vocational process begins.

**What is the appropriate time to refer a student?**

It is best if the LPA communicate with DOR contact liaison to make that determination.

**Referral and Intake Process to VMRC**

VMRC purchases services such as respite, out-of-home placement, adult day programs, transportation, behavior intervention, infant development services, clinical, and diagnostic services for people with developmental disabilities.

A Developmental Disability is a diagnosis that constitutes a substantial handicap that is expected to continue indefinitely. Developmental Disabilities that are diagnosed by a medical professional prior to age of 18 include intellectual disability, cerebral palsy, epilepsy, and autism. Also included is any disability requiring treatment like intellectual disability.

People are referred to VMRC by schools, hospitals, doctors, other medical professionals, families, self-referral, etc. When they or their families contact VMRC, persons three years of age or older are assigned an Intake Coordinator whose job is to acquaint the applicant and his/her family with VMRC and its services, coordinate the diagnostic and eligibility determination process and provide any needed short-term interventions.

An interdisciplinary team consisting of the Intake Coordinator, various specialists, and the family, determines whether the applicant has a substantial handicap caused by a developmental disability. This process requires written evaluations and various diagnostic tests (usually at least a medical, psychological, or developmental evaluation).

Children under three years of age are referred directly to an Early Start Intake Coordinator who begins the eligibility determination process. It is important to meet legally mandated timelines so that the child and family can begin receiving services as soon as possible.

Who to Contact for Services:

To refer a child or adult for an assessment of eligibility, call your VMRC office:

In San Joaquin County call:	(209) 473-0951
In Stanislaus County call:	(209) 529-2626
In Amador, Calaveras and Tuolumne County call:	(209) 754-1871

### **VMRC Supported Employment Referral Process**

#### *What is the appropriate time to refer a student?*

The required time to begin an employment objective long-term goal is at the age of 14, it is recommended to start exploring employment goals as early as possible. During the Individualized Education Program (IEP) meeting the support team will begin discussing the consumer's employment goals. Person-Centered Planning (PCP) will be utilized to recommend soft skills related to that particular career that would increase the chances of achieving a long-term career goal. An example would be if a person wants to work with computers, then the (IEP) team would encourage the individual to take computer courses such as typing and math classes to build soft skills toward their long-term employment goal.

VMRC consumers 18 years of age who have completed high school can direct their Individualized Program Plan (IPP) planning team on their choice of Post-Secondary Education, Supported Employment, or Vocational-Training programs. VMRC will assist our individuals with DOR referrals and the DOR intake process.

### **REFERRAL TO LEA for Special Education Services**

A parent, teacher, or service provider can refer a student to be evaluated. When a request is made, the LEA has 15 days to respond. The response may result in a meeting. If an evaluation is recommended, the team has 60 days to assess once a parent/or parents' consent. The evaluation process is an assessment that involves tests, interviews, and observations designed to identify the child's strengths and evaluate specific issues related to school performance. The assessment results may also identify the types of special education services in line with the needs of students with disabilities. The assessment process may lead to the development of an Individualized Education Program (IEP) or 504 Plan.

### **Amador County Office of Education (WorkAbility I)**

Amador County Office of Education (ACOE) WorkAbility1 (WAI) recruitment is targeted at Amador County Unified School District and Amador County Office of Education students with Individual Education Programs (IEPs) as outlined in the ACOE Special Education Policy Handbook. We recruit students with secondary transition, education, and employment goals. Our students with IEPs are enrolled in either Special Day Class (including our program for students whose disabilities have a mild to moderate impact on their education and our program for students whose disabilities have a moderate to severe impact on their education) and our Resource Specialist Program. Each semester, our WAI staff reach out to students in our classes by making presentations, providing informational packets, providing applications to participate in WAI, and answering any questions, the students may have. The IEP teams also

discuss the WorkAbility options and opportunities annual with parents/guardians and students at their IEP meetings. This forum also helps ensure that WAI is aligned with the individualized transition goals for our students. Additionally, teachers, counselors, and school administrators may make referrals for students who have not reached out on their own. Students who are interested in working out in the community through the programs receive interview practice and develop resumes. Our WAI staff also reach out to consult with local businesses to create relationships, and recruit job openings for our students to gain employment experience. Through this business outreach, training agreements and training plans are developed, student interview schedules, orientations, and work schedules are also created. Additionally, our WAI staff supports students to varying degrees out at the work sites. Our support for students at the job site depends on student needs ranging from minimal contact for students successfully working independently at their sites to one-on-one job coaching for students who need more support and guidance to successfully complete their duties as assigned.

### **Calaveras County SELPA (WorkAbility I)**

Recruitment and referral are accomplished through ongoing meetings and check-ins between Case Managers and Vocational Technicians to ensure staff is aware of the WAI array of services available to students and the roles and methods of delivering those services. This regular contact allows for Case Managers and WAI staff to discuss potential classroom activities that provide career exploration, employment readiness skills, and possible placement if students are eligible. Although there are eligibility criteria specific to placement opportunities, any student with an active IEP has access to opportunities provided through the WAI Program for career exploration and college awareness activities delivered in the classroom or in one-on-one meetings. This includes student participation in self-awareness activities, career exploration, job readiness, and workplace social skills activities in classroom settings where collection of student work product is used to determine areas of strengths and weaknesses and shared at IEP meetings. Students 16 years of age or older (or 14 years if enrolled in the ILS classroom), who meet the eligibility requirements for placement as described above will receive additional training that focuses on job placement readiness skills. Parent information and New Hire packets with request for required documentation are sent home to parents for those students who meet eligibility requirements for paid placement. In addition, a WAI Agreement and Training Plan is reviewed and signed by the students, parents, WAI Coordinators, Case Managers, and Employment sites. In order to continue educating the community, local businesses, and parents about the WAI Program, information is provided through a variety of means, including a WAI brochure placed at all school sites and the COE. The brochures are also shared with parents and guardians at all IEP meetings.



A WAI link has been created on the SELPA website outlining the Program description and contact information for WAI Coordinators, along with a Facebook page that shares success stories and an additional resource to encourage participation. WAI presentations are made at Community Advisory Committee (CAC) meetings, board meetings, business mixers, Rotary Club presentations, and directly with local employers to recruit continued participation from businesses and the community.

### **East Valley Education Center (NPS)**

WAI- East Valley Education Center (EVEC) is a non-public WASC accredited special education school catering to students in grades 6-12 or up to the age of 22. EVEC is funded to serve 35 students and place 8. EVEC uses several strategies for recruitment: We have a WAI bulletin board in the school lobby that has WAI information and applications, student surveys are completed in both our WAI training life skills courses, all participants have current IEP, and the WAI program is highlighted at appropriate IEP meetings. Each semester WAI staff present the program in each classroom, hand out applications, and answer questions. All school staff, county mental health, regional center, and SELPA personnel are familiar with the program. EVEC presents to vested stakeholders on an annual basis. All students complete an annual series of assessments including California Career Zone, California Occupational Preference Survey (COPS), and interviews. In addition, EVEC offers a WAI class for any interested student which includes taking inventory assessments, completing resumes', learning independent skills and participate in workplace competencies and success strategies. We also use computer programs to do cost of living research and personality preference. EVEC's pre-employment trainings are designed to provide workplace competencies and real work success strategies. WAI staff and school administrators stress the importance of promptness, responsibility, and preparedness. In addition, pre-employment job skills training is discussed cross curricular. Lastly, we use guest speakers (local colleges, dentists, farm laborers, TJ Maxx managers, etc.), job shadowing, and community-based field trips (City Parks Dept., McDonalds, Starbucks, Save Mart etc.) to enhance training across curriculum.

**Lodi Unified School District (Lodi USD)/SELPA**

**WorkAbility I** – Lodi USD serves students and places students in paid work experience. All students, with an IEP, ages 14-22 are served through WorkAbility I, if they choose to participate. Referrals for paid work experience are generally referred by their case carrier or program specialist. Referrals can be made by students, parents, and agency staff. Referrals are approved for paid placement by the Program Coordinator coordinating WorkAbility. Referral forms, WorkAbility I brochures and WorkAbility Policies and Procedures are available online. WorkAbility I is a State Funded Grant through the California Department of Education. All goals must be met to continue the grant.

**Transition Partnership Program – (TPP).** Lodi USD provides DOR Student Services to Potentially Eligible students and VR services to DOR clients. Students with IEPs and 504s may participate. The Lodi Unified School District Transition Partnership Program (TPP) Pilot Program is designed to serve the mutual TPP Pilot students/DOR clients of the San Joaquin Valley District Department of Rehabilitation (DOR) and the Lodi Unified School District (Lodi USD) through combining the resources and a system of cooperative service delivery.

The cooperative contract will serve students from ages 16 - 21 attending school within the Lodi USD approved boundaries or participating in an approved Lodi USD program. TPP Pilot students/DOR clients may continue to receive TPP Pilot VR Employment Services post high school.

Students, including those with significant disabilities, will be referred to the TPP for DOR Student Services beginning at age 16. TPP Pilot staff will work closely with the designated TPP DOR counselor(s) throughout the referral and PE process to ensure coordination in the provision of services.

Services will be delivered in a format that provides a structure to follow, builds upon employment skills, and is designed to be flexible for Potentially Eligible (PE).

**Paid Internship Program – (PIP).** Lodi USD can serve VMRC students ages 18-21, in a long term paid internship. Lodi USD became a VMRC vendor and developed a Program Design approved by VMRC. Students are referred by Lodi Career Connections staff, case carriers, VMRC service coordinators, program specialist, parents or self-referrals. Students must be Regional Center consumers.

**Project Connect – (PC).** A Lodi USD unique program that focuses on 5<sup>th</sup> and 6<sup>th</sup> year students pursuing a diploma. Students must be 18 years of age or have completed four year of high school and need 90 units or less to graduate. Students are enrolled in Independence High School. Students work with a special education teacher one to two times per week and complete coursework through the Independent Study model.

### **San Joaquin County SELPA WorkAbility I (WAI)**

WAI recruitment occurs in all SELPA districts. The referral and marketing process for students and families consists of a letter home to parents explaining the WorkAbility, I (WAI) array of services and what is available to their students; a letter to volunteer teachers explaining their role in supplementing their classroom with the WAI array of services; a letter to principals and administration informing them the WAI program is at their school and in their district; a WAI presentation to students explaining the grant procedures and policies implemented by the SELPA; and a WAI brochure explaining the policy and guidelines for the grant for both served and placed students. Teachers refer students who have an IEP and meet policies and guidelines of the grant that are clearly articulated by the SELPA. The range of strategies for participation include student participation in the WAI array of services in a service model classroom, students attending a WAI orientation or students being referred to the grant by non-service model teachers. WAI has a comprehensive brochure used to promote the program and to impart understanding of the program goals and services that is given out as well as posted online with WAI information on the SELPA website. Special education students within our districts who are 16 years and older meeting WAI guidelines are referred by their teachers for the placement portion of the grant. Parent information and consent packets and a request for required documentation are sent home to parents of referred students using grant criteria. WAI works closely with core partners to inform students, families and educators of the services and programs currently available to them as well as the services that may be available upon receiving a diploma or reaching maximum educational age.

### **San Joaquin County Office of Education (SJCOE) Juvenile Court and Community School (JCCS)**

#### **WorkAbility I**

Students with an IEP are identified by SJCOE County Operated Schools and Programs (COSP) Student Services. Those names are shared with the Project Director and Job Developers on a bi-weekly basis as the student population is transient. Job Developers work with these students and site teachers to develop their SCANS skills and prepare for eventual

placement in subsidized employment. The WAI program is being provided at their school. A WAI presentation to students explaining the grant procedures and policies implemented by COSP and a WAI brochure explaining the policy and guidelines of the grant for served and placed students are given to each student. The ranges of strategies for student participation in the WAI include the WAI array of services, attending a WAI recruitment informational orientation where each student and family receive WAI comprehensive informational brochure.

### **Stanislaus Academy (NPS)**

**WorkAbility I** – Stanislaus Academy is a non-public school that specializes in working with students diagnosed with Emotional Disturbance. Stanislaus Academy serves 29 students and places 7 in paid work experience. All students ages 14-22, with an IEP, are served through WorkAbility I, if they choose to participate. The WAI Coordinator in the beginning of the school year recruits students through class presentations. Students are given a copy of the Stanislaus Academy WAI Program Policies and Procedures, and an application for enrollment. Students are provided with services such as: career assessment and evaluation of interests, pre-employment skills training and ongoing support services to employer and student. WorkAbility is a State Funded Grant through the California Department of Education and Stanislaus Academy has had the WorkAbility I grant for over 20 years.

### **Stanislaus SELPA**

**Adult Transition Programs:** Currently within Stanislaus SELPA we have a total of five (5) regionalized programs (Turlock USD, Waterford USD, Ceres USD, Patterson USD, Stanislaus County Office of Ed.)

**The Purpose:** The purpose of the Adult Transition Special Education Program is to provide training, support, and an educational program for individuals with significant developmental disabilities ages 18 to 22 years with the goal for students to become as independent as possible.

- Students must have a qualifying severe disability and an IEP with a transition plan that promotes placement in a functional adult transition program.
- The student must have obtained a certificate of completion.
- The student will attend a SELPA's regionalized program based on their district of residence.

**The Mission:** Our mission is to support students in transition from high school to adult life through classroom, vocational, career and community-based experiences that build on a student's interests and abilities.

**Program Overview:** The emphasis is to work toward a level of independence for every student (based upon the level of their disability) in the areas of living, working, and community involvement. Young adults in the program will be encouraged to make choices, participate in work experiences, interact with others in the community and strengthen their confidence level and social skills. All students ages 15-22 through their IEP have Individual Transition Plans that focus on college and career readiness as well as vocational skills and community-based instruction opportunities. Students with significant disabilities participate in our adult transition program to build on their vocational skills, career skills, mobility, community-based skills and daily living skills. This program works with the community to partner with local businesses to provide work experience to students. These businesses include, eateries, local churches, our district farm, local utility company, city offices, local donation centers, and school district ran micro-business. Each regionalized program uses the student's IEP to determine programing, curriculum and workability.

### **Stockton Unified School District/SELPA**

**Young Adult Program:** Stockton Unified School District's Young Adult program (YAP) is a curriculum-based transition program specifically designed for students, 18-22, to assist them to prepare for adulthood by offering them vocational, domestic, community, and recreational opportunities that promote independence. Students will earn a certificate of completion once they have completed their course of study prescribed by the Individualized Education Program.

**Workability I:** Provides special education students 16-22 years of age with an array of services that include: Career assessment and evaluation of special interests, learning styles, natural abilities, and aptitudes; Job readiness training; Volunteer or paid placement in local businesses; and on-going support services to employer and student.

All Special Education (SPED) Teachers meet with the WorkAbility Vocational Technicians during the first month of school. All participating teachers are given brochures that thoroughly detail and describe the array of services for all eligible high school students. Brochures are also provided to parents, students, and outside agencies at high school IEP's. The entire school staff and stakeholders are made aware of WAI program at a general staff meeting. Vocational technicians provide all special education teacher's referral forms at the beginning of the school year. The

WAI Coordinator and Vocational Technicians meet with the SPED Staff at each site during a department meeting to review WAI procedures and policies, as well as review any new pertinent information relevant to the grant. Referrals are also accepted by students, parents, Gen Ed. teachers and outside agencies that work directly with the student. During the months of September and October the WAI staff will present the program by way of classroom presentations.

**Transition Partnership Program – (TPP):** Contract is in the final stage of development. Projected programs start date is August 2018. Students receiving special education services can be referred to TPP during their sophomore, junior or senior year of high school. Referrals can be generated by their teacher, program specialist or by self-referral. TPP is a contract with the Department of Rehabilitation and Stockton Unified School District. Students with a 504 plan and or Potentially Eligible students may participate.

### **Tuolumne County Superintendent of Schools/SELPA WorkAbility I**

County Superintendent of Schools/SELPA WorkAbility I Tuolumne County serves four high school districts including 11 schools with 229 (currently) eligible WorkAbility I students from the ages of 15-22. During the first weeks of the school year, students, teachers, parents, and service providers are introduced to the opportunities available through the WorkAbility I program. All students receive a program packet that includes a brief questionnaire, agreement to participate, signed by parent and student, media consent, and permission to ride a county vehicle for visiting job sites, college campus, and career fairs and activities. A copy of the Tuolumne County WAI Policies and Procedures is included in the packet outlining how the program works, who is eligible to participate, who is eligible to participate in employment, and how students gain referrals to employers. Students are required to read the policies and procedures with parents and returned signed, agreeing they understand the content. Students are required to meet the WAI policies and the policies of the school of attendance.

All teachers, parents and students receive a copy of the array of services to share what services and activities are available to assist each student in developing a career-centered goal for post high school.

Brochures and Business, Education and Labor Committee (BEL) newsletters are distributed to school career centers, libraries, administrative offices and counselors providing contact numbers to schedule individual appointments. Twice year students are provided multiple periods to take career assessments to begin their career research. Then classroom schedules are aligned to provide more in-depth

investigation. Necessary skills, soft skills and abilities are evaluated through multiple assessments and interest inventories. We work closely with the case managers to further identify what skills are needed to obtain independent living and employment skills.

Regular meetings are held with teachers, parents, administration, and local agencies (VMRC; MotherLode Job Training) to obtain feedback from employment experiences and to encourage communication between teachers, employers, parents and students. WAI staff participate in multiple business referral groups and networking organizations as well as the local Chamber of Commerce.

*Attachment D: Program Contacts Page 40*

## **2. Coordinating Person-Centered Planning:**

**Person Centered Plan (PCP)** is an ongoing process used to help individuals with disabilities plan for their future. In person driven planning, groups of interested people focus on an individual and that person's vision of what they would like to do in the future. The "person-centered" team meets to identify opportunities for the student to SC 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 depends on the commitment of a team of individuals who care about the individual. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

### **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:

1. Job Exploration
2. Work-Based Learning Experiences
3. Postsecondary Enrollment Counseling

4. Workplace Readiness Training
5. 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)** - The IPE is a term used by DOR to refer to the agreement between the consumer and DOR. The agreement is documented in the DR 215. It is developed in collaboration with the consumer, the Department of Rehabilitation (DOR) Counselor, and other stakeholders, if interested.

The IPE is a written plan listing the consumer's vocational objective, specific steps the consumer will take to obtain employment, the projected dates of services, measurement of success for completion of the IPE, and consumer and counselor responsibilities. The IPE is developed 90 days from date of eligibility and signed by the consumer and counselor.

The IPE takes into consideration the information gathered during the eligibility and assessment process and highlights the consumer's unique strengths, abilities, interests, concerns, and informed choice.

For students with disabilities, the IPE will be developed prior to exit from secondary training.

The IPE is reviewed at least annually with the consumer during a Plan Review meeting. If necessary, revisions and adjustments are made at that time in order to reflect the consumer's updated goals. New and appropriate services may be added to the IPE



## **VMRC = IPP Process & Timeline**

The Individual Program Plan, (IPP), is created during a meeting with the Consumer and their Service Coordinator. Depending on the consumer's age, their support team can also include family members, teachers, service providers, etc. All members of the team need to remember that the consumer's choices and goals guide the IPP, this is called person-centered planning (PCP). During the IPP meeting, the team will discuss various aspects of the consumer's life including, their home life, school/work, medical conditions/needs, behavioral health, daily living skills, and more. These discussions set the stage for the desired outcomes section of the IPP, which defines the consumer's goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the consumer will receive.

### **• Students in secondary school**

#### **Ages 16-17:**

1. Evaluate consumer progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
2. Assure Individual Transition Plan (ITP) is included in IEP and attend IEP meetings.
3. SC needs to familiarize themselves with the consumer strengths, career goals regarding work or pursuing college courses.
4. Determine if the consumer is on a diploma or certificate of completion track.
5. Eligible for DOR Student Services 16-21 years of age. SC can assist with completing a referral for Student Services and attend intake meeting.
6. Can request ILS (Independent Living Service) to assist with employment, schooling and independent living.

#### **Ages 18-21:**

1. Evaluate the consumer's progress and plan as identified in the Individual Program Plan (IPP) on an ongoing basis.
2. Determine if the consumer is to remain in school until age 22 (highly influenced by the track they have been on). This is discussed at the IPP meeting.
3. If leaving at 18, they are a likely candidate for college or individual placement for work. At this point, the SC would refer them to DOR for both college and work (assess for CIE).
4. Graduated with high school diploma and looking to go straight to work can request to meet with Employment Specialist.
5. If they remain in school, attend IEP meetings, and work with family and consumer on career goals for their eventual completion of school at age 22.

6. Paid Internship Program (PIP)- if they remain in school, SC should discuss the possibility of referring the student to PIP to prepare for Competitive Integrated Employment (CIE) after leaving school. School or VMRC vendor to provide PIP.

### **B. Individuals not in secondary school**

#### **Ages 18-21:**

- Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP.

#### **Ages 22-24:**

- Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. SC can also request VMRC to request a POS for approval for PIP with a VMRC vendor. Vocational Day programs are another option for individuals looking to build social and vocational skills.

#### **At all times, SCs:**

- Maintain contact with consumers and their families as required.
- Evaluate consumer progress and plan as identified in the Individual Program Plan (IPP) on an ongoing basis.
- Pursuant to the State Department of Developmental Services (DDS) provides advocacy services to consumer and family. Give high priority to attending all relevant meetings (i.e., IEP, ITP, IHC) and prepare the paperwork and notate the IPP as necessary.
- Seek out and effectively utilize generic resources on behalf of consumers. Provide information and referral services.
- Coordinate transportation services at any stage once complete or exited from school

## **LEA = IEP/ITP Process & Timeline**

### **Amador County SELPA**

#### **Ages 14-18:**

##### **Diploma**

Students between the ages of 14-18 years with an IEP, meet with their guidance counselors annually to ensure that they are meeting the district requirements for obtaining a high school diploma. IEP accommodations and modifications are put in place to help ensure that students are able to access the curriculum and progress toward their diploma. The IEP teams also review educational and vocational aspirations regularly and develop transition plans that help set students up for success after they receive their diplomas.

#### **Ages 18 – 21**

Students between the ages of 18 and 22 years with an IEP, who have not graduated from high school with a regular high school diploma but are still on a diploma track are provided Special Education services and placement that address individual needs and transition skills.

**Amador County Office of Education Transition Program  
Ages 18-22:**

The Transition program is run through the Amador County Office of Education and is designed to provide services to students who are 18 to 22 years of age, who have received a certificate of completion, and who still have an active Individualized Education Plan. The focus of the Transition Program is to promote independence and self-determination, aligned with each student's individual abilities. A student's Individualized Education Plan team will determine if the Transition Program is an appropriate placement. Typically, students enrolled in an Independent Living Skills Classroom or Special Day Classroom for students with moderate to severe disabilities are candidates for the Transition Program.

Through the application of diverse instructional modalities, including community based instruction, vocational placement, social groups, and classroom based activities; the program is specifically designed to support young adult students who are significantly impaired by their disabilities. These students benefit from continued development of skills in the area of functional academics, functional communication skills, adaptive behavior, social skills, vocational skills, and basic life skills. The program is focused on building and strengthening the self-advocacy and self-determination skills and foundations laid early in their educational experiences.

**Calaveras County SELPA**

**Ages 14-18:**

**Diploma**

In order to graduate from Calaveras County SELPA districts' high schools, students must complete specified state and local graduation requirements. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts. However, California Education Code, Section 51225.3, stipulates that students must pass a minimum set of required courses and an exit examination. However, per Senate Bill 172, the exit examination requirement has currently been suspended, through the 2017-2018 school year. Senate Bill 172 has also mandated that the Superintendent for an advisory panel to make recommendations on the continuation of the high school exit exam beyond the 2017-2018 school year. As a result, these requirements should be viewed as minimums and support for the regulations specified by the local school boards.

High school students interested in attending a State College or a California public University, after graduation, must have completed the required freshman admission course requirements, A-G, while in high school.

**Certificate of Completion/Educational Achievement:**

In accordance with Education Code, a Local Educational Agency/District may award an individual with exceptional needs a certificate or document of educational achievement or completion, if any of the following requirements are met:

(a) The individual has satisfactorily completed a prescribed alternative course of study, identified in his or her individualized education program and approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual.

(b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school, as determined by the individualized education program team.

(c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

**Ages 18–21:**

Students between the ages of 18 and 22 years with an IEP, who have not graduated from high school with a regular high school diploma, are provided Special Education services and placement that address individual needs and transition skills.

**Calaveras County Office of Education Transition Program**

**Ages 18-22:**

The Transition program is operated through the Calaveras County Office of Education and is designed to provide services to students who are 18 to 22 years of age, who have received a certificate of completion, and who still have an active Individualized Education Plan. The focus of the Transition Program is to promote independence, aligned with each student's individual abilities.

Through the application of diverse instructional modalities, including community-based instruction, vocational placement, social groups, and classroom-based activities, the program is specifically designed to support students who benefit from continued development of skills in the areas of functional academics, adaptive behavior, social skills, vocational skills, and basic life skills. As appropriate, students may have the opportunity to participate in some paid employment and participate in courses offered through the local community college.

A student's Individualized Education Plan team will determine if the Transition Program is an appropriate placement. Typically, students enrolled in an Independent Living Skills Classroom or Special Day Classroom for students with moderate to severe disabilities are candidates for the Transition Program.

### **East Valley Education Center**

#### **Ages 14-22:**

##### **Diploma**

East Valley Education Center is a WASC accredited NPS. All students are referred from the local education area (LEA) and placed with an individualized education program (IEP). In order to receive a high school diploma from East Valley students must successfully complete 230 credits. Students also have the option to receive his or her diploma from the school district they reside from.

##### **Certificate of Completion**

East Valley Education Center also provides the opportunity for a student to receive a certificate of completion when one of the proper requirements are met:

According to an individual's IEP, completion of a prescribed alternative course of study approved by the governing board of the school in which the students attends or the school district with jurisdiction over the student. A student may also receive a certificate of completion when they have met their IEP goals and objectives, determined by the IEP team. Lastly, attending high school, participating in the instruction in accordance with his or her IEP and meeting the objectives of the statement of transition services, will also grant the issuance of a certificate of completion.

### **Lodi Unified School District**

#### **Ages 14-18 (21):**

##### **Diploma Pathway**

Graduation Requirements for students attending a comprehensive high school require the successful completion of 230 credits, which meet California Ed Code and Lodi Unified School District's Governing Board. Entrance to State College or to a University of California require A-G Requirements. The board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

#### **Ages 18-21:**

Students can participate in an Adult Transition Program funded by their school district if they have an IEP and have not graduated with a diploma. Such programs focus on community-based instruction and often include an emphasis on independent living skills. The students often spend a portion of their school

day in the community learning functional living skills and/or in some vocational setting learning job skills. The program may include some paid employment opportunities.

### **San Joaquin County SELPA Districts**

#### **Ages 14-18:**

##### **Diploma**

In order to graduate from San Joaquin County SELPA districts' high schools, students must complete specified state and local graduation requirements. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts. However, California Education Code Section 51225.3 specifies that students must pass a minimum set of required courses and an exit examination. These requirements should be viewed as minimums and support for the regulations specified by the local school boards.

High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school.

### **Certificate of Completion/Educational Achievement**

In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:

- (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.
- (b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
- (c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

#### **Ages 18 – 21:**

Students between the ages of 18 and 22 years with an IEP who have not graduated from high school with a regular high school diploma are provided Special Education services and placement that addresses individual needs and transition skills.

## **Stanislaus Academy** **Diploma:**

Stanislaus Academy is a Non-Public School. All students are referred from the local education area (LEA) and placed at Stanislaus Academy with an Individualized Education Program (IEP). Students at Stanislaus Academy grades 9-12 are enrolled in courses that meet the State of California standards for progress toward a high school diploma. Student earning a diploma must meet all the requirements from their school district of residence.

### **Certificate of Completion:**

In accordance with the Education Code and State Standards, Stanislaus Academy may issue a Certificate of Completion if the individual has completed an alternative course of study approved by the school district of residence and has been identified in his or her individualized education program as determined by the Individualized Education Program Team. The student must satisfactorily attend high school, participate in the Specialized Academic Program as prescribed in his or her individualized education program and meet the objective of the statement of transition services.

### **Stanislaus SELPA**

In order to graduate from a comprehensive high school in the Stanislaus SELPA, students must complete specified state and local graduation requirements. California Education Code Section 51225.3 specifies that students must pass a minimum set of required courses and an exit examination. (Senate Bill 172, signed into law effective January 1, 2016, suspended the CAHSEE diploma requirement and the administration of the CAHSEE through the 2017-18 school year.) These requirements should be viewed as minimums and support for the regulations specified by the local school boards. Local school districts have the authority and responsibility for establishing high school graduation requirements. These requirements vary among school districts and mandate students to complete between 230 -260 credits.

High school students interested in attending a California public university after graduation must have completed the required freshman admission course requirements while in high school.

### **Certificate of Completion/Educational Achievement**

In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:

- (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education

- program.
- (b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the Individualized Education Program team.
  - (c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.

**Ages 18 – 21:**

Students between the ages of 18 and 22 years with an IEP who have not graduated from high school with a regular high school diploma are provided Special Education services and placement that addresses individual needs and transition skills.

**Stockton Unified School District**  
**Diploma**

To receive credits for high school graduation, courses must be passed with a grade of D or better. To qualify for CSU/UC admissions, courses must be passed with a grade of C or better. Courses that receive a grade of “F” do not earn any credits. Courses not completed with a passing grade of a “C” or better must be retaken to earn credit toward graduation. Although a minimum of 210 credits is required for a high school diploma from Stockton Unified, students are expected to complete 60 credits a year for four years (totaling 240 credits). Students attending the high schools on the Four by Four Block Schedule are expected to complete 80 credits a year for four years (totaling 320 credits).

**Certificate of Completion: Ages 14-18**

In accordance with education code, a local educational agency/district may award an individual with exceptional needs a certificate or document of educational achievement or completion if any of the following requirements are met:

- (a) The individual has satisfactorily completed a prescribed alternative course of study approved by the governing board of the school district in which the individual attended school or the school district with jurisdiction over the individual and identified in his or her individualized education program.
- (b) The individual has satisfactorily met his or her individualized education program goals and objectives during high school as determined by the individualized education program team.
- (c) The individual has satisfactorily attended high school, participated in the instruction as prescribed in his or her individualized education program, and has met the objectives of the statement of transition services.



**Certificate of Completion: Ages 18 – 21:**

Students can participate in the Young Adult Program funded by the school district if they have an IEP and have not graduated with a diploma. The program focuses on community-based instruction and independent living skills. The students often spend a portion of their school day in the community learning functional living skills and/or in some vocational setting learning job skills. The program may include some paid employment opportunities. The IEP team prescribes the course of study.

**Tuolumne County SELPA**

**Age 14-21**

Tuolumne County SELPA Age 14-21 Graduation requirements for students require successfully completing 220 to 240 credits, which meet California Ed Code and Tuolumne County Superintendent School Board. Additionally successful completion of a senior project and the state exit exam. Students on a California University track must have completed the required freshman admission courses while in high school.

**Middle College**

**Age 16-18 (Juniors/Seniors)**

Middle College is a Sonora High School program in Partnership with Columbia College where students may take high school and college courses. This program is designed for students who wish to pursue a higher education while completing their high school graduation requirements. They are required to take three classes on the high school campus, one of which is an independent Middle College study skills class, and then are free to take classes at Columbia College.

**The Independent Living Skills (ILS)**

**Age 14-18**

The ILS program is a regionalized program for students with moderate to severe disabilities. Access to the ILS program is through the student's Individualized Education Program team and a referral by their local school district. Classrooms are located at school sites within the Tuolumne County Special Education Local Planning Area (SELPA).

Instruction is based upon 7 curricular domains:

- domestic
- vocational
- recreation / leisure
- community access / motor skills
- communication
- social-emotional and
- functional academics

Academics are addressed within these domains with the purpose that students learn functional skills that are practical and will maximize their independence in the future. Instruction is designed to meet individual needs of each student

throughout the school day, including recess and lunch periods. Establishing a functional means of communication for each student is an important focus of the program and a strong emphasis is placed on teaching the students appropriate behaviors. ILS program staff include: Teachers, Paraeducators, Speech and Language Pathologists, an Occupational Therapist, a School Nurse, a Psychologist, a Vision Specialist, an Orientation and Mobility Specialist and an Adapted Physical Education Teacher. Staff members use evidenced-based instructional strategies to teach the functional skills that will maximize independence for the students.

### **The Adult Transition Program (ATP)**

#### **Ages 18-22**

The Adult Transition Program is for students with developmental disabilities and/or autism who have received a Certificate of Completion from high school and have significant needs for support as they transition to adulthood. The Adult Transition Program aids in the development of young adults with special needs into positive, productive, and contributing members of society. All students who attend the Adult Transition Program are referred through the Individualized Education Program (IEP) process.

Students in the Adult Transition Program will demonstrate a mastery of a continuum of transition skills based on their unique level of ability with the goal of successfully transitioning to adult living. Skills are developed

using community-based instruction in addition to classroom instruction. Students participate in the components of the program that assist them in moving toward their desired post-school outcomes, taking into account students' preferences, needs and skills. The Adult Transition Program also prepares students for involvement in adult community programs, and if possible, employment. Most of the students in the Adult Transition Program are clients of Valley Mountain Regional Center. As students are getting ready to exit the program, the Valley Mountain Regional Center is the link to the transition supports needed for the future. The Adult Transition Program staff teaches students to initiate and maintain a close connection to this agency.

Note: LPA core partners shall also develop approaches to person-centered planning as well as the identification and implementation of best practices specific to individuals with disabilities.

LPA core partners shall also collaborate in school-to-work transition plans leading to competitive integrated employment for individuals with disabilities.

### **3. Information Sharing and Documentation Processes:**

#### **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.

DOR protects the right to privacy of each individual who is or has been an applicant or consumer of the DOR. If additional information is necessary, DOR staff will discuss the need with the consumer and a DR 260 Consent to Release Information will be completed. 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 and when commensurate with DOR confidentiality requirements.

Documents may include but are not limited to:

- Eligibility documentation such as:
  - DR 212 – Eligibility Determination
  - DR 215 – Individualized Plan for Employment
- Assessment documentation such as:
  - Situational Assessment Report
  - Trial Work Experience Report
- Individual's Employment Portfolio
  - Paid and non-paid work experience including volunteer work
  - Resume / Employment History
  - Education and training history
  - Transcripts
  - Diplomas and/or certifications
- Documentation for youth and adults related to limitations on subminimum wage employment
  - DR 397A, Career Counseling information and Referral Form A: Verification
  - DR 397D, Pre-Employment Transition Services: Documentation of Completion for youth know to be seeking subminimum wage employment.

- DR 229 Closure Report
- Other documentation relevant to the collaboration of the local partners such as:
  - Benefits planning documents
  - On an annual basis, cross training amongst core partners shall take place to educate staff about competitive integrated employment practices. Suggestions for possible training topics can include customized employment, soft skills training, person-centered planning, job coaching, self-advocacy, benefit planning, etc.
  - One tool which shall be used among partner agencies in communication efforts and sharing of best practices is the use of Google Docs and DOR's main internet page accessible to the public.
  - In addition, the LPA core partners shall also develop best practices as they relate to effectively serving individuals with disabilities who are seeking competitive integrated employment opportunities.
  - On an individual student basis with proper consent information may be shared for employment related items such as: student portfolios, career assessments, summary of performance (SOP), resume, employer evaluations, letters of reference, internship, diplomas and certificates earned, education and training history, benefits planning documents used to further the employment and education career training for the individual.
  - Electronic sharing of referral forms for all core partners.

### **Assessment Documentation**

VMRC will utilize DDS tracking methodologies to assess outcomes related to clients obtaining and securing paid internships and competitive integrated employment from the school districts and their vendor community. The information will be shared at least annually, to assist the core partners in assessing and planning. The tracking data will be maintained and shared by the VMRC Employment Specialists.

### **Consent forms**

**Consent is required to maintain confidentiality, therefore LEAs, DOR, VMRC, and community partner agencies shall obtain consent as appropriate:**

Consent form examples:

- LEA Consent for Release of Information
- DOR Medical and Non-Medical Information Consent
- DDS DS1968 – Vocational Rehabilitation Referral
- DDS Regional Center Consent for Release of Information
- Other Consents as deemed appropriate

**Documentation for youth and adults related to limitations on CIE**

The LPA core partners shall identify job readiness skills for individuals with disabilities which lead to competitive integrated employment outcomes.

The LPA core partners shall collaborate amongst each other to prepare individuals with disabilities on promoting their level of Pre-Employment Transition Skills.

- DOR: Counseling and Guidance, Self-Advocacy, Career Exploration, Work Experience, Customized Employment, Employment Services
- VMRC: Paid Internship Program
- LEA: Transition Planning, IEP, WorkAbility I, Adult Transition Program, Transition Partnership Programs, California Career Innovations.
- Community Partner Agencies: Employment Preparation, Job Placement, Job Coaching, Personal Vocational Social Adjustment, External Situational Assessment, Work Experience.

**Other documentation relevant to the collaboration of the local partners such as:**

- Use of DOR's Work Incentives Planning Program to educate individuals with ID/DD and community partners about the impact of employment on benefit entitlements, available work incentives provided by the Social Security Administration, wage reporting rules, and community resource information.
- The Potentially Eligible (PE) student with a disability is not required to apply for VR services before receiving DOR Student Services. The DOR serves Potentially Eligible Students through the PE Case Type. The purpose of offering services to PE Students is to provide early intervention to students with a disability to support their participation in activities to maximize opportunities for future success.
- DOR Students Services can be utilized by assisting PE students to prepare for workplace success by exploring options, getting ready for work, and creating careers.

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

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

- Regional Center - Paid Internship Program

A paid internship program is available to job seekers served by Valley Mountain Regional Center who want to work full or part-time, become self-

employed, or develop skills as an apprentice. There are 5 main requirements for the internship program.

1. The intern must earn a competitive wage for all employees starting salary for the same position.
2. The intern must be doing an individual job and be included in the community and/or worksite activities to the same extent as individuals without disabilities.
3. The internship must help the intern reach one of the goals that were chosen during the planning meeting.
4. The internship must be likely to result in ongoing employment at the internship site or provide work experience intended to lead to future employment within the same or closely related industry.
5. The intern's wages including associated payroll costs, benefits, and workers compensation will be reimbursed through a VMRC supported employment vendor or FMS for a defined period or until reaching the max amount per calendar year, which is currently set by the department of developmental services (DDS).

#### **4. Resources**

##### **Department of Rehabilitation**

The following resources are available within the ACSST catchment area to improve competitive integrated employment opportunities and outcomes:

- Existing Memorandum of Understandings with AJCCs
  - San Joaquin County Workforce Development Board
  - Stanislaus Workforce Development Board
  - Mother Lode Job Training
- STEPS Grant (San Joaquin County) for work experience
- FCCC Work Experiences
- Education Programs
  - SUSD Transition Partnership Program
  - LUSD Transition Partnership Program
  - DUSD Transition Partnership Program
  - SJDC Workability III
- LEAP and Schedule A Certification Assistance
- Work Incentive Planning

#### **5. Services**

These are examples of the LPA's services to improve CIE opportunities employment outcomes.

- Tailored Day Services
- Career Counseling Information and Referral
- Paid Internship Program (PIP)

- Customized Employment
- VMRC Employment Specialists
- CIE Incentive Payment
- WorkAbility I Array of Services
- Supported Employment Program

## V. Communication:

### 1. Informational

The LPA will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for the purpose of dialogue related to training opportunities, best practices and sharing resources.

*Email group, sharing ongoing transition/employment information, upcoming webinars, etc.*

### 2. Functional

Leadership of the LPAs will be determined by the local core partners. The process for updating the LPA will be done based upon semiannual reviews.

### 3. System Measures

- Please refer to DOR District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with disabilities.
- DOR will utilize the Aware database to track individuals with disabilities outcomes.
- DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.
- VMRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information to the VMRC accordingly.
- LEA will complete data tracking of youth population with disabilities who are nearing school exit.
- WorkAbility I grant holders will conduct a one year follow-up to collect data on student's education, training, and employment.

❖ Each agency to review how they will measure growth.

## VI. Optional Attachments/Appendices

### • Terminology

Each partner to provide terminology, acronyms and definitions specific to their respective program.

*Attachment E Terminology, Acronyms and Definitions page 42*

**Action Plans:**

- The LPA core partners will continue to collaborate using best practices, communication, cross-training, resource building, networking and other efforts leading to the promotion of CIE outcomes for youth with disabilities.
- Coordination of community activities.
- WorkAbility I involvement in micro enterprise entrepreneurial opportunities such as boutiques and fairs to encourage micro business development.
- On-going collaboration meetings, such as SELIT.
- Partners to collaborate on ways to engage families with a focus on inclusion starting at pre-school.
- Employment First activities using the CDE Brochure.
- Financial Planning—Work Incentives such as Student Earned Income Exclusion (SEIE) information.
- Sharing of information regarding business engagement.
- Project completion certification opportunities (e.g., Safety, Microsoft Suite, Typing Certificate, Food Handling, Customer Service, etc.)

Last updated 7/21/2022



## **Attachment A: LPA Core Partner Contact List**

### **Department of Rehabilitation**

**Fresno Branch**, San Joaquin Valley District  
Shayn Anderson, Regional District Manager  
(559) 445-6080  
[Shayne.anderson@dor.ca.gov](mailto:Shayne.anderson@dor.ca.gov)

Mahalia Gotico, District Administrator  
(209) 954-4164  
[mgotico@dor.ca.gov](mailto:mgotico@dor.ca.gov)

Levi Van Fossen, AGPA Contract Administrator  
(559) 444-2410 work  
[Levi.VanFossen@dor.ca.gov](mailto:Levi.VanFossen@dor.ca.gov)

**Modesto Branch**, San Joaquin Valley District  
Ardria Weston, Staff Services Manager  
(209) 576-6115  
[Ardria.weston@dor.ca.gov](mailto:Ardria.weston@dor.ca.gov)

**Stockton Branch**, San Joaquin Valley District  
Mahalia Gotico, Staff Services Manager  
(209) 954-4164  
[mgotico@dor.ca.gov](mailto:mgotico@dor.ca.gov)

### **Valley Mountain Regional Center**

**Stockton, Main Office San Joaquin County**  
Tony Anderson, Executive Director  
(209) 955-3241  
[tanderson@vmrc.net](mailto:tanderson@vmrc.net)

Robert D. Fernandez Jr, Division Manager  
Resource Development  
(209) 955-3620  
[RFernandez@vmrc.net](mailto:RFernandez@vmrc.net)

Enos Edmerson Jr., Employment Specialist  
(Stockton, Modesto, San Andreas)  
(209) 955-3672  
[eedmerson@vmrc.net](mailto:eedmerson@vmrc.net)

## **Attachment A: LEA Core Partners**

### **Amador County Office of Education**

Kathryn Brown, Assistant Superintendent—SELPA  
(209) 257-5330  
[kathryn.brown@acusd.org](mailto:kathryn.brown@acusd.org)

Christina Bianchi, Program Specialist  
(209) 217-7174  
[cbianchi@acusd.org](mailto:cbianchi@acusd.org)

### **Calaveras County Office of Education**

Sarah Goodman, Program Manager  
(209) 736-6057  
[sgoodman@ccoe.k12.ca.us](mailto:sgoodman@ccoe.k12.ca.us)

### **East Valley Education Center (NPS)**

Luca Oliveri, Administrator  
(209) 848-1834  
[eastvalleyed@aol.com](mailto:eastvalleyed@aol.com)

### **Lodi Unified School District**

Paul Warren, Lodi SELPA Director  
(209) 331-7061  
[pwarren@lodiUSD.net](mailto:pwarren@lodiUSD.net)

Lisa Chaves, Lodi SELPA Program Coordinator  
(209) 331-7083  
[lchaves@lodiUSD.net](mailto:lchaves@lodiUSD.net)

### **San Joaquin County SELPA**

Includes the following districts:

Banta Elementary School District; Escalon Unified School District; Jefferson Elementary School District; Lammersville Unified School District; Lincoln Unified School District; Linden Unified School District; Manteca Unified School District; New Jerusalem Elementary School District; Ripon Unified School District; Tracy Unified School District and San Joaquin County Office of Education County Operated Programs

Brandie Brunni, Assistant Superintendent,  
Special Education/SELPA Director  
(209) 468-4925  
[bbrunni@sicoe.net](mailto:bbrunni@sicoe.net)

## **Attachment A: LEA Core Partners**

Frank Souza, Program Specialist  
(209) 468-4914  
[fsouza@sjcoe.net](mailto:fsouza@sjcoe.net)

### **Stanislaus Academy (NPS)**

Mark Evanoff, School Counselor,  
WorkAbility I Project Director and Coordinator  
(209) 667-9047  
[mevanoff@aspiranet.org](mailto:mevanoff@aspiranet.org)

### **Stanislaus SELPA**

Dr. Matthew Devins, Executive Director  
(209) 541-2333  
[mdevins@stancoe.org](mailto:mdevins@stancoe.org)

Terry Roach, Program Specialist  
[troach@stancoe.org](mailto:troach@stancoe.org)

### **Stockton Unified School District**

Dr. Jovan Jacobs, Executive Director, Special Education SELPA  
(209) 933-7120 ext. 2560  
[jjacobs@stocktonusd.net](mailto:jjacobs@stocktonusd.net)

Steve Bartles, Program Specialist  
(209) 639-1415  
[sbartles@stocktonusd.net](mailto:sbartles@stocktonusd.net)

### **Tuolumne County Superintendent of Schools**

Blain Cowick/SELPA Director  
(209) 536-2054  
[bcowick@tcsos.us](mailto:bcowick@tcsos.us)

Pam Myhre/SELPA WorkAbility Coordinator  
(209) 605-8031  
[pmyhre@tcsos.us](mailto:pmyhre@tcsos.us)

**Attachment B: LPA Contact List**

Title	Name	Phone	Email
Amador County Public Schools	Christina Bianchi	(209) 217-7174	<a href="mailto:cbianchi@acusd.org">cbianchi@acusd.org</a>
CA Department of Rehabilitation/Modesto Staff Services Manager	Ardria Weston	(209) 576-6115	<a href="mailto:Ardria.weston@dor.ca.gov">Ardria.weston@dor.ca.gov</a>
CA Department of Rehabilitation/Stockton Blind Field Services	Joe Stansil	(209) 473-5999	<a href="mailto:jstansil@dor.ca.gov">jstansil@dor.ca.gov</a>
CA Department of Rehabilitation/Stockton Staff Services Manager	Mahalia Gotico	(209) 954-4164	<a href="mailto:mgotico@dor.ca.gov">mgotico@dor.ca.gov</a>
Calaveras COE/ Program Manager	Sarah Goodman	(209) 736-6057	<a href="mailto:sgoodman@ccoe.k12.ca.us">sgoodman@ccoe.k12.ca.us</a>
Calaveras COE/Teacher	Jamie Lane		<a href="mailto:jlane@ccoe.k12.ca.us">jlane@ccoe.k12.ca.us</a>
East Valley Education Center	Luca Oliveri	(209) 848-1834	<a href="mailto:loliveri@eastvalleyed.org">loliveri@eastvalleyed.org</a>
Lodi USD/Program Coordinator	Lisa Chaves	(209) 331-7083	<a href="mailto:lchaves@lodiUSD.net">lchaves@lodiUSD.net</a>
Lodi USD/Program Supervisor	Sheri Whalen	(209) 331-7083	<a href="mailto:swhalen@lodiUSD.net">swhalen@lodiUSD.net</a>
San Joaquin County SELPA Program Specialist	Frank Souza	(209) 468-4914	<a href="mailto:fsouza@sjcoe.net">fsouza@sjcoe.net</a>
Stanislaus Academy	Casey Hammond	(209) 667-6415	<a href="mailto:chammond@aspiranet.org">chammond@aspiranet.org</a>
Stanislaus Academy	Mark Evanoff	(209) 667-9047	<a href="mailto:mevanoff@fusioncharter.org">mevanoff@fusioncharter.org</a>
Stanislaus SELPA Ceres Unified Program Specialist	District office	(209) 556-1500	
Stanislaus SELPA	Terry Roach	(209) 541-2337	<a href="mailto:troach@stancoe.org">troach@stancoe.org</a>
Stanislaus SELPA Waterford Unified School District Teacher	Jamie Cortes	(209) 568-2746	<a href="mailto:jacortes@waterford.k12.ca.us">jacortes@waterford.k12.ca.us</a>
Stockton Unified School District Program Specialist	Steve Bartles	(209) 639-1415	<a href="mailto:sbartles@stocktonUSD.net">sbartles@stocktonUSD.net</a>
Tuolumne TCSOS-SELPA WorkAbility Coordinator	District Office	(209) 536-2000	
VMRC Division Manager Resource Development	Robert D. Fernandez Jr.	(209) 955-3620	<a href="mailto:RFernandez@vmrc.net">RFernandez@vmrc.net</a>
VMRC Employment Specialist	Enos Edmerson Jr.	(209) 955-3672	<a href="mailto:eedmerson@vmrc.net">eedmerson@vmrc.net</a>
VMRC Executive Director	Tony Anderson	(209) 955-3241	<a href="mailto:tanderson@vmrc.net">tanderson@vmrc.net</a>
WorkNet Administrative Services Manager	Andrea Moccia Division Manager	(209) 468-3579	<a href="mailto:amoccia@sjcworknet.org">amoccia@sjcworknet.org</a>

## **Attachment C: Community Resources**

### **Post-Secondary Education:**

#### **California State University, Stanislaus**

1 University Circle  
Turlock, CA 95382  
(209) 667-3122  
Disability Resource Services  
(209) 667-3159

#### **Columbia College**

11600 Columbia College Drive  
Sonora, CA 95370  
(209) 588-5100  
Disabled Student Programs and Services (DSPS)  
(209) 588-5134

#### **Cosumnes River College**

8401 Center Pkwy.  
Sacramento, CA 95823  
(916) 691-7344  
Disability Support Programs and Services (DSPS)  
(916) 691-7275 or [crc-dsps@crc.losrios.edu](mailto:crc-dsps@crc.losrios.edu)

#### **Modesto Junior College**

435 College Avenue  
Modesto, CA 95350  
(209) 575-6063  
Disabled Student Programs and Services (DSPS)  
(209) 575-6225

#### **San Joaquin Delta College (Include WorkAbility III)**

5151 Pacific Avenue  
Stockton, CA 95207  
(209) 954-5151  
Disabled Student Programs and Services (DSPS)  
(209) 954-5151, ext. 6272

### **Public Community Services:**

#### **County Mental Health**

San Joaquin County  
(209) 468-8700  
Calaveras County  
(209) 754-6525  
Stanislaus County  
(209) 558-4598

## **Attachment C: Community Resources**

### **Tuolumne County Behavioral Health**

105 Hospital Road  
Sonora, CA 95370  
(209) 536-6245

### **Department of Workforce Development/America's Job Center of California**

Modesto  
(209) 558-WORK

### **Public Community Services:**

County Behavioral Health  
San Joaquin County WorkNet/America's Job Center of California (AJCC)  
Stockton, Ca  
(209) 468-3500

### **Mother Lode Career Center**

197 Mono Way, Suite B  
Sonora, CA 95370  
(209) 588-1150

### **Valley Mountain Regional Center**

Intake Contact  
San Joaquin County  
(209) 473-0951  
Stanislaus County  
(209) 529-2626  
Amador, Calaveras, and Tuolumne County  
(209) 754-1871

### **Private Non-Profit Social Services and Organizations:**

#### **211**

Dial 2-1-1 or 1-800-436-9997  
[www.211sj.org](http://www.211sj.org)

### **Community Center for the Blind and Visually Impaired**

2453 Grand Canal Blvd.  
Stockton, CA 95207  
(209) 466-3836

## **Attachment C: Community Resources**

### **DRAIL**

Modesto, CA 95354  
(209) 521-7260  
Stockton, CA 95203  
(209) 477-8143

### **Family Resource Network (FRN)**

Ceres  
(209) 541-0101  
Stockton  
(209) 948-1553 (Resource and Referral)  
(209) 461-2908 (Child Care Referral Line)

### **Mother Lode Job Training**

Website: <http://mljt.org/>  
197 Mono Way Suite B  
Sonora, CA, 95370  
Telephone: (209) 533-3396

### **NorCal Deaf Services**

<http://www.norcalcenter.org>

#### **Modesto Office**

1209 Woodrow Ave., Suite A5  
Modesto, CA 95350  
(209) 312-6177 VP

#### **Sacramento Office**

4708 Roseville Road, Suite 111  
North Highlands, CA 95660  
(916) 349-7500 V  
(916) 993-3048 VP  
(916) 550-9355 P3  
(916) 349-7580 FAX

#### **Stockton Office**

2321 W March Ln Ste. 200  
Stockton, CA 95207  
(209) 474-3088 Voice  
(209) 451-9080 VP  
(209) 474-1570 FAX

### **Community Resource Links:**

San Joaquin County  
<https://communityconnectionssjc.org/>

## **Attachment D: LPA Program Contacts**

### **Department of Rehabilitation**

#### **Modesto Branch**

1209 Woodrow Ave # B1  
Modesto, CA 95350  
(209) 576-6220

#### **Stockton Branch**

1507 E. March Lane #A  
Stockton, CA 95210  
(209) 473-5900

### **Valley Mountain Regional Center**

#### **San Joaquin County (Main Office)**

702 N Aurora Street  
Stockton, CA 95202  
(209) 473-0951

#### **Stanislaus County**

1820 Blue Gum Avenue  
Modesto, CA 95358  
(209) 529-2626

#### **Amador, Calaveras, Tuolumne Counties**

704 Mountain Ranch Road, Suite 203  
San Andreas, CA 95249  
(209) 754-1871

#### **Mailing Address:**

Valley Mountain Regional Center  
P.O. Box 692290  
Stockton, CA 95269-2290

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### **LEA/SELPA Contact Information**

#### **Amador County Office of Education SELPA**

217 Rex Avenue  
Jackson, CA 95642  
(209) 257-5308

#### **Calaveras County Office of Education**

185 S Main Street  
Angels Camp, CA 95222  
(209) 736-6040



**Attachment D: LPA Program Contacts**

**East Valley Education Center**

447 S 4th Avenue  
Oakdale, CA 95361  
(209) 848-1834

**Lodi Unified School District SELPA**

1305 E. Vine Street  
Lodi, CA 95240  
(209) 331-7061

**San Joaquin County Office of Education SELPA**

2922 Transworld Drive  
Stockton, CA 95206  
(209) 468-4925

**Stanislaus Academy**

2513 Youngstown Road  
Turlock, CA 95380  
(209) 667-6415

**Stanislaus SELPA**

1404 Stonum Road  
Modesto, CA 95354  
(209) 541-2333

**Stockton Unified School District SELPA**

1800 S Sutter Street  
Stockton, CA 95206  
(209) 933-7120

**Tuolumne County Superintendent of Schools**

175 Fairview Lane  
Sonora, CA 95370  
(209) 536-2000

**Attachment E: Terminology, Acronyms, and Definitions**

<b>AJCC</b>	America’s Job Center of California
<b>ATP</b>	Adult Transition Program
<b>CAC</b>	Community Advisory Committee
<b>CDE</b>	California Department of Education
<b>CIE</b>	Competitive Integrated Employment
<b>DDS</b>	Department of Developmental Services
<b>DOR</b>	Department of Rehabilitation
<b>DRAIL</b>	Disability Resource Agency for Independent Living
<b>DSPS</b>	Disabled Student Programs and Services
<b>FRN</b>	Family Resource Network
<b>ID/DD</b>	Intellectual Disability/Developmental Disability
<b>IDT</b>	Interdisciplinary Team
<b>IEP</b>	Individual Education Program
<b>ILC</b>	Independent Living Center
<b>ILS</b>	Independent Living Skills
<b>IPE</b>	Individualized Plan for Employment
<b>IPP</b>	Individualized Program Plan
<b>LEA</b>	Local Educational Agency
<b>LPA</b>	Local Partnership Agreement
<b>NPS</b>	Non-Public School
<b>PCP</b>	Person Centered Plan
<b>PE</b>	Potentially Eligible
<b>PIP</b>	Paid Internship Program
<b>SCDC</b>	State Council on Developmental Disabilities
<b>SELPA</b>	Special Education Local Plan Area
<b>SCDD</b>	State Council on Developmental Disabilities
<b>SOP</b>	Summary of Performance
<b>SPED</b>	Special Education
<b>TPP</b>	Transition Partnership Program
<b>VMRC</b>	Valley Mountain Regional Center
<b>VR</b>	Vocational Rehabilitation
<b>WAI, WAIII</b>	WorkAbility I, WorkAbility III
<b>WASC</b>	Western Association of Schools and Colleges
<b>WIPA</b>	Work Incentives Planning and Assistance
<b>YAP</b>	Youth Adult Program