Greater Sacramento Valley

Local Partnership Agreement

# **Intent/Purpose**

The purpose of this partnership is to develop a comprehensive local plan that fosters preparation for and achievement of Competitive Integrated Employment (CIE) through person centered services for youth/adults with intellectual disabilities and developmental disabilities (ID/DD).  This Greater Sacramento Valley (GSV) Local Partnership Agreement (LPA) is designed to coordinate and streamline the provision and transition of services across the following partners; Local Education Agencies (LEAs) in the greater Sacramento Valley area, Alta California Regional Center (ACRC) and the Department of Vocational Rehabilitation (DOR) offices to include Capitol Mall Branch, Laguna Creek Branch and North East Branch.  Additionally, this LPA will increase communication and collaboration across the identified partners through a GSV LPA steering committee, annual in-service and cross training, as well as cross agency data sharing.

# **Identification of Core Partners**

The GSV LPA partners include LEAs, Alta California Regional Center and the DOR as follows:

* Alta California Regional Center (ACRC)
* Department of Rehabilitation (Laguna Creek Branch)
* Department of Rehabilitation (Capitol Mall Branch)
* Department of Rehabilitation (North East Branch)
* Elk Grove Unified School District
* Folsom Cordova Unified School District
* Galt Joint Unified School District
* Natomas Unified School District
* Sacramento City Unified School District
* Sacramento County Office of Education
* San Juan Unified School District
* Twin Rivers Unified School District

# **Identification of Community Partners**

The GSV LPA has many organizations and stakeholders whose services align with CIE and related programming.  Below, partner agencies are identified that may provide services to youth/adults with ID/DD.

* American River College and their Disabled Student Service Program (DSPS)
* Cosumnes River College and their Disabled Student Service Program (DSPS)
* Folsom Lake College and their Disabled Student Service Program (DSPS)
* Sacramento City College and their Disabled Student Service Program (DSPS)
* Sacramento Works Job Center - South County
* Sacramento Works Job Center - Franklin
* Sacramento Works Job Center - Folsom Cordova
* Sacramento Works Job Center – Galt
* Sacramento Works Job Center - Hillsdale
* Sacramento Works Job Center -Greater Sacramento Urban League
* Transition Partnership Program
* WorkAbility III (Los Rios Community College District)
* WorkAbility I Programs
* Employment Network/Community Rehabilitation Programs
* Sacramento Job Corps Center
* California Conservation Corps
* Project Search

\* New partners may be added as needs are identified

# **General Eligibility Criteria**

**ACRC**

Qualifying conditions for ACRC services include: intellectual disability, cerebral palsy, epilepsy, autism and related conditions - intellectual disability that causes a substantial impairment in the individual’s life activity according to their age.  Optimal time to refer an individual for eligibility determination by ACRC is prior to the individual’s 18th birthday.

 For more information visit [Alta California Regional Center](http://www.altaregional.org/)

**DOR (Vocational Rehabilitation Services)**

To be eligible for services, an individual must:

* Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
* Be able to benefit from DOR services in terms of an employment outcome in an integrated setting.

If an individual is receiving Social Security Administration benefits or has a valid “Ticket to Work”, they are presumed eligible for DOR services.

If an individual’s disability is significant enough that they might not be able to benefit from DOR services, the DOR can arrange a Trial Work Experience or in certain circumstances, an Extended Evaluation. This is an opportunity to work in a realistic work setting to demonstrate if the individual can benefit from DOR services.

**DOR Student Services**

DOR Student Services are available for students between the ages of 16-21, who have an Individualized Education Program, 504 Plan, or a disability. DOR Student Services can provide job exploration and preparation to ensure the student receives the skills and knowledge necessary to reach their education, career, and life goals.

The 5 DOR Student Services include:

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

For more information visit:

<https://dor.ca.gov/Home/StudentServices>

**Local Education Agency - LEA - Special Education Services - Eligibility Criteria**

A student shall qualify as an individual with exceptional needs if the results of the assessment as required by Education Code section 56320 demonstrate that the degree of the student’s impairment requires a special education in one of more of the program options authorized by Education Code section 56361.  The decision as to whether the assessment results demonstrate the degree of the student’s impairment requires special education shall be made by the Individualized Education Program (IEP) team. “The IEP team shall consider all the relevant material which is available on the student. No single score or product of scores shall be used as the sole criterion for the decision of the IEP team as to the student’s eligibility for special education.”

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1California Code of Regulations, title 5, section 3030

For more information on Special Education Services visit:

Elk Grove Unified School District Special Education:

<http://www.egusd.net/about/divisions-departments/educational-services/special-educationselpa/>

Folsom Cordova Unified School District Special Education:

<https://www.fcusd.org/site/Default.aspx?PageID=1022>

Galt Joint Union High School District Special Education:

https://www.ghsd.us/apps/pages/index.jsp?uREC\_ID=581859&type=d&pREC\_ID=1073967

Natomas Unified School District Special Education:

<https://natomasunified.org/student-services-and-support/>

Sacramento City Unified School District Special Education:

https://www.scusd.edu/special-education

Sacramento County Office of Education

<https://www.scoe.net/services/id509/Pages/default.aspx>

San Juan Unified School District

<https://www.sanjuan.edu/domain/132>

Twin Rivers Unified School District Special Education:

<http://www.twinriversusd.org/Academics/Special-Education/index.html>

**Becoming a DOR Participant**

There are three requirements that comprise the application process:

1. Request VR services in one of the following ways:
	1. Contact the local DOR office in your area.  Complete and sign form DR222- Vocational Rehabilitation Services Application.
	2. Apply for Services online at the [DOR website](http://www.dor.ca.gov) or print an application from the DOR website and mail the completed form DR222- Vocational Rehabilitation Services Application to your local DOR office.
2. Provide DOR with information necessary to begin an assessment to determine eligibility and priority for services.
3. Be available to complete the assessment process.  This includes 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 complete.

For more information visit:

<https://dor.ca.gov/Home/AreYouEligible>

**Person-Centered Planning**

Person-Centered Planning (PCP) is an ongoing process used to help individuals with disabilities plan for their future.  In person-centered planning, groups of interested people focus on an individual and that person’s vision of what they would like to do in the future. The planning team meets to identify opportunities for the student to develop personal relationship, 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.

The GSV LPA will develop a best practice person-centered planning concept to support an individual's pathway to CIE.  There are many identified mechanisms for completing this process and each service organization will decide on the specifics they will utilize.  Because of the individualized nature of this planning, this process will look different for each person.

**Individualized Planning and Coordination of Services Roles and Responsibilities**

Each organization will continue with their mandated individualized planning as follows:

**Alta California Regional Center (ACRC):**

Individual Program Plan (IPP) - The IPP will be developed in collaboration with the consumer, the ACRC Service Coordinator, and others as requested.  The IPP meeting is an annual meeting held with the individual served, members of his or her circle of support, and the ACRC Service Coordinator to discuss the individual's goals, desired outcomes and plans.  The meeting is held at least annually during a client’s birth month or as often as identified needs change and/or updated. The IPP team also discusses how community resources and ACRC funded services help the individual meet his or her plan objectives.  The ACRC Service Coordinator completes a comprehensive IPP report that includes information from the meeting and services to address plan objectives. The IPP report, which serves as a contract for services, is completed and shared within 45 days from the meeting.

**Department of Rehabilitation:**

The Individualized Plan for Employment (IPE) will be developed in collaboration with the consumer, DOR Rehabilitation Counselor, and others as requested.

For specific information on the provision of VR services and the IPE process, see the Consumer Information Handbook:

<https://dor.ca.gov/Home/Publications>

**Local Education Agencies:**

**Individualized Education Program (IEP) -** Required by the Individuals with Disabilities Education ACT (IDEA) and used in K-12 educational agencies for individual student planning.  The IEP is developed by a team of people such as parents, teachers and psychologists. The IEP describes the direction a student with special needs will be going in the future and how to get there.

When the purpose of the IEP meeting is in the consideration of transition services for a student, the LEA shall invite the student and, to the extent appropriate and with the consent of the parent or adult student, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

**Individual Transition plan (ITP)** - The ITP is the template for mapping out long-term adult outcomes from which annual goals and objectives are defined.  The ITP must be based on the student’s needs, preferences and interests and reflect the student’s own goals. Objectives timelines, and the people responsible for meeting the objectives should be written into the ITP (and made part of the IEP).  It is important to understand that transition planning and development of the ITP are part of the IEP process. The ITP must be in place by the time the student turns 16 years of age. If the IPE team agrees, transition planning can begin prior to the age of 16.

**Collaboration through Person-Centered Planning**

The GSV LPA will provide a specific action plan of a person-centered guidance designed to promote and support students with disabilities (ages 16-21) transition to CIE.

Partners may provide services in the following areas:

* Special Education Services
* WorkAbility I Services
* Transition Partnership Program Services
* DOR Student Services
* Vocational Rehabilitation Services
	+ Employment Services
	+ WorkAbility III
	+ College to Career
* Postsecondary Training or other Activities
* Supported Employment and Short-Term Support Services
* Adult Services and other ACRC Services:

<https://www.altaregional.org/>

**Information Sharing and Documentation Processes**

The following documentation may be utilized for the purposes of eligibility and planning:

* Eligibility Documentation such as:
	+ Medical evaluations
	+ Social evaluations
	+ Shared plans (IEP and IPP)
	+ Other
* Assessment documentation such as:
	+ Interest Assessments/Surveys as part of transition planning (LEA)
	+ Situational Assessments (DOR)
	+ Client Diagnostic Evaluation Report (ACRC)
	+ Other
* Individual’s Employment Portfolio (paper and/or virtual)
	+ Summary of Performance (LEA)
	+ Paid and unpaid work experience including volunteer work
	+ Letters of reference
	+ Resume
	+ Internship/apprenticeship documents
	+ Educational and training history
	+ Transcripts
	+ Diplomas and/or certifications
	+ Other
* Consent forms such as:
	+ LEA Consent for Release of Information
	+ DOT Medical/Non-Medical Information Consent
	+ ACRC DS 1968 - Vocational Rehabilitation Referral
	+ ACRC Consent for Release of Information
	+ Other
* Documentation for youth and adults related to limitations on subminimum wage employment
* Other documentation relevant to the collaboration of the local partners

Current data collections/sharing methods will be reviewed to assist with improved data collection/sharing across agencies to promote positive outcome sharing and identification of best/effective CIE practices and Procedures.

\* Partners will share all applicable transition related documentation (i.e. Employment portfolios, transcripts etc.) upon referral to prevent duplication of services.

**Communication and Planning**

The GSV LPA Steering Committee will include representatives from the core partners.  This committee, at a minimum, will meet bi-annually to report applicable data, staff the progress of the implementation of the LPA and discuss referral system. This team will also utilize the time to provide in service and cross training, share best practices and address system issues and problem-solving efforts for attaining CIE.

**GSV LPA Steering Committee Members:**

* Cindy Le, ACRC Community Services and Support Unit
* Kamie Zapanta, DOR Team Manager, Capitol Mall Branch
* Monica MacNicholl, DOR Team Manager, Laguna Creek Branch
* Sharon O’Sullivan, DOR Team Manager, North East Branch
* TBD Natomas Unified School District, WAI Program Coordinator
* TBD Sacramento City Unified School District, WAI Program Coordinator
* Dayle Cantrall, WA Program Coordinator
* Tracie Cross, TPP Job Developer
* Mike Grant, WAI Program Coordinator
* Caitlin Quillin, WAI Program Coordinator
* Michael Laharty, WAI Program Coordinator
* Linda Vargas, WAI Program Coordinator

Leadership efforts include: presentations, discussions, Q and A Sessions, e-mail contacts, and phone calls.  Efforts will be made to ensure representatives from the various organizations are kept up to date, buy-in and organizational support.

Updating the LPA documents and tools is an ongoing process.  Revised materials are e-mailed to LPA members prior to calls and meetings for input and prior preparation for discussions.

The local partners and youth may meet annually, or as often as needed, to increase communication, collaboration and improvement of CIE outcomes at any one of the following service meetings:

* IEP Review
* IPE Annual Review
* IPP Annual Review

