Competitive Integrated Employment Blueprint

# San Mateo County Local Partnership Agreement

## **Intent/Purpose**

The purpose of this San Mateo County Local Partnership Agreement is to improve levels of services and employment opportunities for youth with intellectual and developmental disabilities (ID/DD) through focusing on person-centered planning, streamlining the provision of services for this population and building creative collaborations among all stakeholders.

## **Identification of Core Partners**

Core partners include multiple Local Education Agencies (LEA), Department of Rehabilitation (DOR), and Golden Gate Regional Center. LPA managers and their designee(s) are to be assigned to each branch office.

Department of Rehabilitation

455 Golden Gate Avenue, Suite 7727, San Francisco, CA 94102

(415) 904-7100

San Bruno Branch, (650) 737-2606

San Mateo Branch, [(650) 358-4180](https://www.google.com/search?q=department%20of%20rehabilitation%20san%20mateo&rlz=1C1CHXU_enUS749US749&oq=department+of+rehabiliation+san+mateo&aqs=chrome..69i57j0l2.9449j0j4&sourceid=chrome&ie=UTF-8&npsic=0&rflfq=1&rlha=0&rllag=37594043,-122346700,7617&tbm=lcl&rldimm=8044801175712679183&ved=0ahUKEwiNlJfgpoDZAhVO1GMKHRt4BU0QvS4IOzAB&rldoc=1&tbs=lrf:!3sIAE,lf:1,lf_ui:4)

Menlo Park Branch, (650) 688-6380

<http://www.dor.ca.gov>

Golden Gate Regional Center (GGRC)

3130 La Selva Street, Suite 202, San Mateo, CA 94403

(650) 574-9232

<http://www.ggrc.org>

San Mateo County SELPA

101 Twin Dolphin Drive, Redwood City, CA 94065

(650) 802-5464

<http://www.smcoe.org/selpa>

San Mateo Union High School District

650 N. Delaware Street, San Mateo, CA 94401

(650) 558-2299

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

South San Francisco Unified School District

398 B Street, South San Francisco, CA 94080

(650) 877-8700

<https://www.ssfusd.org>

Jefferson Union School District

699 Serramonte Boulevard, Suite 100, Daly City, CA 94105

(650) 550-7900

<https://www.juhsd.net/>

Sequoia Union High School District

480 James Ave., Redwood City, CA 94062

(650) 369-1411

<http://www.seq.org/>

Cabrillo Unified School District

498 Kelly Ave., Half Moon Bay, CA 94019

(650) 712-7100

<http://www.cabrillo.k12.ca.us/>

La Honda Pescadero Unified School District

360 Butano Cutoff, Pescadero, CA 94060

(650) 879-0286

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

## **Identification of Community Partners**

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

* [Nova Job Center](https://novaworks.org/)
* [The Arc SF](http://www.thearcsf.org/)
* [Parca](https://parca.org/)
* [Gatepath](https://www.gatepath.org/)
* [Kainos](http://kainosusa.org/)
* [One Step Beyond](https://osbi.org/)
* [Pomeroy Recreation & Rehabilitation Center](https://www.prrcsf.org/)
* [Center for Independence of Individuals with Disabilities San Mateo](http://www.cidsanmateo.org/)
* [Hope Services](https://www.hopeservices.org/)
* [Skyline Community College](http://www.skylinecollege.edu/)
* [College of San Mateo](https://www.collegeofsanmateo.edu/)
* [Cañada College](https://www.canadacollege.edu/)
* [Abilities United](https://www.abilitiesunited.org/)
* [Social Vocational Services](http://www.socialvocationalservices.org/)
* [Parents Helping Parents](http://www.php.com/)

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

A primary role of the LPA will be identification of the community partner agencies, including local education agencies (LEAs), which play a critical role in serving individuals within the ID/DD population.

### Referral and Intake

An additional objective of the LPA shall be to streamline the referral process collectively established between the core partners and community partners which provide services to individual with ID/DD.

**Local Education Agencies (LEA)**

Students must be an eligible person under Federal Individuals with Disabilities Education Act (IDEA) to receive special education. Special education eligibility is determined by the LEA based on individualized assessment, and includes plan development and provision of special education services. Students who are the appropriate age for transition planning may be eligible for community work experience based on their individual needs, LEA requirements and Individualized Education Program (IEP) documents. As part of the Individualized Transition Planning (ITP) process, students are queried about their desire to work.

Students with disabilities communicate to school personnel they want to work as part of the IEP and ITP process. The school personnel review appropriate opportunities to gain work experience, including:

* Transition Partnership Programs,
* Workability I, We Can Work, and/or
* Regional Center Internship Program.

School Personnel will ensure that students have the work verification documentation requirements to go to work.

**DOR**

There are **three** requirements that comprise the application process.

1. Request Vocational Rehabilitation (VR) services in one of the following ways:
2. Contact the local DOR office in the area. Complete and sign form [DR 222](https://www.dor.ca.gov/Online/DR-222/Online-V-R-Services-Application.html)—Vocational Rehabilitation Services Application.
3. Apply for Services online at the [DOR website](http://www.dor.ca.gov/): www.dor.ca.gov or print an application from the DOR website and mail the completed form [DR 222](https://www.dor.ca.gov/Online/DR-222/Online-V-R-Services-Application.html)—Vocational Rehabilitation Services Application to your local DOR office.
4. Visit an America’s Job Center. Complete an intake application form requesting VR services.
5. Provide the DOR with information necessary to begin an assessment to determine eligibility and priority for services.
6. 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 any actions agreed upon with the VR counselor.

To determine eligibility within the time required by law, **the** **date of application is the date when all three of the above requirements are met.**

After the application has been submitted or have requested services and provided basic information to the DOR, an interview appointment will be scheduled to begin the assessment process.

**GGRC – DOR referral Process – 24 years and under**

1. For all Individual’s 24 years and under the referral can come directly from the individual, GGRC social workers, LEA or service provider.
2. A Referral Packet is completed by the GGRC Social Worker and sent to the DOR Supported Employment Liaison/point of contact for the designated unit.
   1. Referral Packet (completed by the referring social worker) will include:
      1. DOR Application
      2. DS 168 – Referral Form – signed by the individual and their GGRC Social Worker
      3. Consent to Release Information signed by the individual
      4. IPP
      5. Social Assessment
      6. Psychological Assessment
      7. Medical Assessment
      8. CDER
3. It is important that the GGRC Social Worker has discussed with the individual/family when a referral is made to DOR for employment services.
4. Once the referral is received by the designated DOR Liaison, the Individual will be contacted to schedule an intake appointment. A letter will be sent to the individual with the appointment date, time and location.
5. After the individual attends their intake appointment, a case will be opened with the DOR. Appropriate services will be determined, and a plan will be developed.

**Description of the Individual Program Plan (IPP):**

The Individual Program Plan (IPP) is created during a meeting with the Individual and their Social Worker. Depending on the Individual’s age, their support team may also include family members, teachers, service providers, etc. It is important for all members of the team to remember that the Individual’s choices and goals guide the IPP, this is called person centered planning. During the IPP meeting, the team will discuss various aspects of the Individual’s life including, home life, school, work, medical conditions/needs, behavioral health and/or support needs, daily living skills, and more. These discussions set the stage for the Desired Outcomes section of the IPP, which defines the Individual’s goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the Individual will receive.

**Eligibility for Core Partners:**

The assessment process an individual must go through to qualify for Golden Gate Regional Center (GGRC) services is referred to as “intake.” During this process, GGRC will gather social, psychological, and medical information to determine eligibility. The intake process varies slightly depending on the age of the applicant.

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

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

In addition, to qualify for GGRC services, a person’s developmental disability must:

* originate prior to age 18
* be expected to continue indefinitely
* be a substantial disability, meaning the person experiences significant limitations in three or more of the following areas: self-care, language, learning, mobility, self-direction, capacity for independent living, economic self-sufficiency

**DOR**

To be eligible for services, an individual must:

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

If the disability is so severe that the individual might not be able to benefit from DOR services, the DOR can arrange a trial work experience. This is an opportunity to work in a realistic work setting to assess whether the individual can benefit from DOR services.

If the individual is receiving Social Security Administration benefits or has a valid "[Ticket to Work](http://www.dor.ca.gov/VRED/Ticket-2-Work-Status.html)," the individual is presumed eligible for DOR services.

### Coordinating Person-Centered Planning

**DOR**

An Individualized Plan for Employment (IPE) is developed jointly between the individual and the Vocational Rehabilitation (VR) counselor after the individual

* + Has applied for services.
  + Completed the assessment process.
  + Is found eligible for services.

The IPE is a written plan listing the job objective and the DOR services the individual will receive to reach an employment goal. The individual and the VR counselor will discuss unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice to develop the IPE.

The IPE includes the following information:

* + Description of the employment goal.
  + Timeline to reach the employment goal.
  + Description of the services and service providers needed.
  + Timelines for providing each of the included services.
  + Description of the process to get services.
  + Description of the criteria to measure progress.
  + Responsibilities of the VR counselor, the individual, and others involved with your IPE.
  + Information about participation in paying for part of the IPE, if applicable.
  + Identification of comparable services and benefits.

The development of the IPE includes the following options:

* + Developing the IPE with a VR counselor.
  + Receiving assistance from outside resources.
  + Developing one’s own IPE.

A member of the VR team will provide the following information:

* + Explain the IPE components and DOR guidelines.
  + Explain whether the individual may need to pay for a portion of services (financial participation).
  + Explain the need to use services available from other sources (comparable services and benefits) and other related information.
  + Help to complete DOR forms.
  + Explain the Ticket to Work program.

The VR counselor will review a draft of the IPE to ensure that your goals and necessary VR services meet DOR guidelines.

**Golden Gate Regional Center**

Individuals served by GGRC will receive services and supports that:

* Promote and advocate for the highest quality of life possible for the individual;
* Respect the dignity of each individual;
* Emphasize what is important to the person;
* Are truly individualized;
* Support the individual in making his/her own choices and decisions to the best of his/her ability;
* Are mindful of the person at all times;
* Reflect the person’s culture and take into account cultural considerations; and
* Are delivered using person-centered language as promoted by People First.

GGRC Social Worker’s roles and responsibilities in the following categories:

1. **Students in secondary school**

**Ages 16-17:**

1. Evaluate Students 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. Social Worker’s need to familiarize themselves with student’s strengths, career goals regarding work or pursuing college courses.
4. Determine if the student is on a diploma or certificate of completion track as identified in the IEP.

**Ages 18-21:**

1. Evaluate students’ progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
2. Determine if student is to remain in school until age 22 (highly influenced by track they have been on). This is discussed at IPP and IEP.
3. If leaving at 18, they are a likely candidate for college or individual placement for work. At this point Social Worker would refer to DOR for both college and work (assess for CIE).
4. If they remain in school, attend IEP meetings and work with family and students on career goals for their eventual completion of school at age 22.
5. Paid Internship Program (PIP) - if they remain in school, Social Worker at an IEP, should discuss the possibility of referring student to PIP to prepare for Competitive Integrated Employment (CIE) after leaving school. LEA or GGRC vendor can provide the PIP.
6. **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. Social Worker can also request GGRC to fund PIP with a GRRC vendor.

**Ages 22-24:**

* Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. Social Worker can also request GGRC to fund PIP with a GGRC vendor.

**At all times, Social Worker’s:**

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

**Local Education Agency**

**Individualized Education Program (IEP)** – Required by IDEA and used for individual student planning for student with disabilities. The IEP is developed by a team of people such as parents, teachers and related service providers. The IEP describes the direction a student with special needs will be going in the future and how to get there.

* **Individualized Education Program (IEP)**

The IEP will be developed in collaboration with the IEP team, the parents, teacher, student, and others as requested.

* When a purpose of the IEP meeting is 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 the 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 people responsible for meeting the objectives should be written into the ITP as 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 ITP team agrees transition planning can begin prior to the age of 16.

### Information Sharing and Documentation Processes

To share information we will use the following release forms: The San Mateo County SELPA Exchange Information Form, the Department of Rehabilitation Release form, and the Golden Gate Regional Center release form to mutually serve each individual. GGRC and community partners (if applicable) will provide the one-page Person-Centered Planning Profiles which is updated annually. In addition GGRC will provide the Face Sheet, IPP and CDER. DOR will provide the eligibility certification and IPE. School Districts will provide the IEP and employment portfolio/Passport which includes work history and resume.

### Resources

The following resources and programming will be available as appropriate for each program participant:

* Paid Internship Program (PIP) and Tailored Day Program through GGRC
* MyPlan.NOVAworks.org
* Servicelocator.org
* Work incentive planning through DOR and the Independent Living Centers
* www.211.org
* Jobs for Youth for San Mateo County
* www.onetonline.org for ONet labor market information
* www.1degree.org

## **Communication**

### Informational

There will be an exchange of referral packets described in the Information Sharing and Documentation Processes section. A “warm hand off” will be practiced by each agency by making sure the referral agency is contacted while the participant is meeting with the referring agency. From that contact an agency staff person’s name and contact information will be provide, and if possible an appointment time will be made.

### Functional

The LPA partners will meet quarterly for the first year of this agreement and semi-annually for year two and beyond. The LPA will be reviewed for updates and changes annually. GGRC will be the email distribution list lead and send all partners updates and meeting notices.

### System Measures

Review annual reports and data reports gathered by DOR, San Mateo County Office of Education, GGRC, NOVA and community agencies. Compare local reports with statewide data gathered from DOR, Department of Education and Department of Development Services to determine strategies to improve CIE outcomes locally. Also review interagency communication strategies to assure all participants are served by all agencies he/she wishes to be served. All of the partners may participate in the following San Mateo County annual community events: San Mateo County Mental Health Resource Fair in Redwood City, Stepping Up to Independence Transition Fair coordinated by the San Mateo Commission on Disabilities, and any other community events that benefit our shared participants.

### Contact Information

* [DOR](http://www.rehab.cahwnet.gov/Public/DOR-Annual-Reports.html)
* [San Mateo County Office of Education](http://www.smcoe.org/about-smcoe/superintendents-office/local-control-and-accountability-plan-(lcap)-and-district-budget-information/)
* [Golden Gate Regional Center](http://www.ggrc.org/about-us/transparency-a-accountability#Performance)
* [NOVA](https://novaworks.org/resources/consortium/reports/2018/winter)
* Community Agencies (as identified in Section III “Identification of Community Partners” links)