Competitive Integrated Employment Blue Print

**City and County of San Francisco Local Partnership Agreement**

## **Intent/Purpose**

The purpose of this Local Partnership Agreement for the City and County of San Francisco is to enhance collaboration with one another, provide opportunities for youth with intellectual and developmental disabilities (ID/DD) seeking paid work experience in an integrated setting earning a competitive wage, and increase job opportunities with employers in our community.

## **Identification of Core Partners**

Core partners include San Francisco Unified School District, Department of Rehabilitation (DOR), and Golden Gate Regional Center. LPA managers and their designee(s) are to be assigned for each agency.

Department of Rehabilitation

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

(415) 802-2330

[http://www.dor.ca.gov](http://www.dor.ca.gov/)

Golden Gate Regional Center (GGRC)

1355 Market Street, Suite 220, San Francisco, CA 94102

(415) 832-5740

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

San Francisco Unified School District

555 Franklin, San Francisco, CA 94102

(415) 241-6000

 [www.sfusd.edu](http://www.sfusd.edu/)

## **Identification of Community Partners**

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

* **The ARC San Francisco** is a lifelong learning center for adults with intellectual and developmental disabilities providing support services for educational and career development. Supports include education navigation, pre-vocational training, workforce immersion internships, employment readiness curriculum, career exploration, situational/vocational assessments, employment planning, job development, job coaching for supported employment and competitive integrated employment, re-skilling/up-skilling and career path development.
* **Best Buddies** provides adults with intellectual and developmental disabilities individualized services and ongoing support to secure and maintain integrated employment at competitive wages in a job of their own choosing.  Best Buddies staff provide individualized job discovery, job development, job placement, on-the-job training, and follow-along support for individuals with intellectual and developmental disabilities as they lead their own successful and inclusive career path.  Best Buddies has a demonstrated track record of success making quality, long-term placements in a variety of non-traditional supported employment settings.
* **City College of San Francisco** offers 50 academic programs, industry clusters, non-credit English as a Second Language, accommodations and counseling through Disabled Students Programs and Services (DSPS), and internships and jobs for academic credit in the fields of health care, arts and media, transportation and construction, business and social services.
* **SFGoodwill’s Comprehensive Access Point (CAP) Career Center** serves as a centralized entry point for the San Francisco workforce system connecting disadvantaged job seekers with employment opportunities in growing industries and is free and open to all. The CAP staff provides job seekers with an array of career services including hands-on support with resume writing, online job applications, interview skill building and essential job readiness skills that build confidence and lead directly to jobs with top local employers.
* **Independent Living Resource Center of San Francisco** offers benefits workshop, information and resources, and mentoring.
* **Jewish Vocational and Career Counseling Service (JVS)** transforms lives by helping people build in-demand skills and find good jobs.  Every year, JVS helps nearly 2,500 youth and adults succeed through skills training and the right connections to find good, living wage jobs that help them escape poverty and achieve self-sufficiency.
* The **Pomeroy Recreation & Rehabilitation Center**, through its innovative One Center Program, provides a wide variety of supports and services for adults with developmental disabilities and traumatic and acquired brain injuries. As a participant in One Center, you will be encouraged to establish goals and continue to enrich your life through our lifelong learning approach. Center staff will work collaboratively with you, your family and others in your circle of support to identify what is important to you and important for you. You get to select from a wide variety of enriching activities and opportunities, including expressive arts, adaptive computer lab, health and wellness activities, gardening, community outings and CARF-Accredited vocational training."
* **San Francisco Mayor’s Office on Disability** is the technical advisor and consultant to assist individuals with disabilities to navigate the government processes and departments.
* **San Francisco Office of Economic and Workforce Development (OEWD)** - OEWD’s Workforce Development Division connects career seekers in San Francisco with employment opportunities in growing industries through our Adult, Young Adult and Sector Workforce programming. We partner with over 50 workforce providers in the City and County of San Francisco to provider a seamless array of services designed to assist the community in finding employment.
* **Social Vocational Services Inc. (SVS)** was founded in 1977 as a small after school program for teenagers with autism in Manhattan Beach. In the 35 years since its establishment, SVS has grown to serve over 4000 individuals with intellectual or developmental disabilities throughout California. We offer a wide variety of services including employment opportunities for the population that we work with. SVS provides Supported Employment Group and Individual Placement Services. Each program is designed to offers job placement, job training and ongoing support services. All supported employment work is performed in community business settings. Jobs are developed to meet the specific needs of the individuals we serve with work settings unique to each job developed.
* **Support for Families** provides information, education and support for families with individuals with disabilities and the professionals who serve them. Services (English, Spanish and Cantonese) include phone line to respond to questions regarding Transition, Transition workshops, an Information and Resource Conference, Person-Centered Planning, self-advocacy, and transit improvement advocacy is also provided.
* **Toolworks** has been working to increase the economic self-sufficiency of people with disabilities in San Francisco, creating a wide range of programs for people with disabilities that remove barriers to employment and independent living since 1975. Toolworks works closely with the Department of Rehabilitation and the San Francisco Office of Economic and Workforce Development to provide services including paid on the job training, career development, job placement services, and job retention services. Toolworks has desk hours in all of the City Access Points and provides access to information and resource referral services.

## **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, 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 Francisco Unified 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, IPE, and if completed, the World of Work Inventory and situational assessment results. School Districts will provide the IEP and employment portfolio/Passport which includes work history and resume. Goodwill can provide registration and orientation including educational assessments, interest and aptitude testing if available. City College of San Francisco can provide placement test results for English and Math and Career Center assessment results if available. Best Buddies can provide vocational assessment and situational assessment results if available.

### 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

# Communication

## Informational

Information will be emailed out through our Golden Gate Regional Center representative with a JVS internship as a back-up. Support for Families will also provide information and training information to LPA members to distribute to the individuals each agency serves. We will explore tools to schedule meetings such as Doodle and a Master Calendar. We will also look at Google Documents to share and edit our work.

## Functional

Each year we will identify goals and projects to work collaboratively. We will look at partnering with Support for Families through their Parent-Professional Workshops on Saturday mornings and evening workshops to provide panel workshops for families to assist with gaining an understanding in transition. We will identify volunteer opportunities for our students in transition and increase work experience opportunities. We will look on increasing job opportunities in the City and County of San Francisco through the ACE program. We will look for apprenticeship opportunities. We will meet quarterly.

## System Measures

Work with the Department of Developmental Service and the Employment Development Department to gather employment and placement data. Obtain statistical reports by counties to measure performance. Look at CALPADS and CASEMIS through SSUSD and CCSF to review local plans and target metrics.

## Contact Information and Community Agencies

(As identified in Section III “Identification of Community Partner”)

[The Arc SF](file:///%5C%5Cdorhome%5Chome%5Cllord%5Cwww.thearcsf.org)

[Best Buddies](https://www.bestbuddies.org/california/)

[City College of San Francisco](https://www.ccsf.edu/)

[Goodwill Industries](https://sfgoodwill.org/)

[Independent Living Resource Center of San Francisco](https://www.ilrcsf.org/)

[Jewish Vocational Services](https://www.jvs.org/)

[Pomeroy Recreation and Rehabilitation Center](https://www.prrcsf.org/)

[San Francisco Mayor’s Office on Disability](https://sfgov.org/mod/)

[San Francisco Office of Economic and Workforce Development](https://oewd.org/)

[Social Vocational Services, Inc](http://www.socialvocationalservices.org/)

[Support for Families](https://www.supportforfamilies.org/)

[Toolworks](https://www.toolworks.org)