



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

INTERGOVERNMENTAL AGREEMENT (IGA)

Agreement between the Arizona Department of Economic Security ("ADES") and the Tucson Unified School District #1 ("Contractor").

WHEREAS ADES is duly authorized to execute and administer contracts under A.R.S § 41-1954 and,

The Contractor is duly authorized to execute and administer contracts under A.R.S. §15-342 and,

ADES and the Contractor are authorized by A.R.S. § 11-952 et seq. to enter into agreements for joint or cooperative action to contract for the services specified in this Agreement.

The term of this Agreement shall begin on July 1, 2017 and shall end on June 30, 2022, unless otherwise amended.

THEREFORE, ADES and Contractor (the "Parties") agree to abide by all the terms and conditions set forth in this Agreement.

BY SIGNING THIS FORM ON BEHALF OF A PARTY, THE SIGNATORY CERTIFIES POSSESSING THE AUTHORITY TO BIND THE PARTY TO THIS AGREEMENT.

FOR AND ON BEHALF OF THE ARIZONA DEPARTMENT OF ECONOMIC SECURITY:

FOR AND ON BEHALF OF Tucson Unified School District #1

Procurement Officer Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

ADES Contract Number

Contract Number

IN ACCORDANCE WITH A.R.S. § 11-952, THIS AGREEMENT IS IN APPROPRIATE FORM AND WITHIN THE POWERS AND AUTHORITY GRANTED TO EACH RESPECTIVE PUBLIC BODY.

ARIZONA ATTORNEY GENERAL'S OFFICE

By: _____
Assistant Attorney General

By: _____
Public Agency Legal Counsel

Date: _____

Date: _____

- 1.0 ADES AND RSA VISION AND MISSION STATEMENTS**
- 1.1 ADES Vision: Opportunity, assistance and care for Arizonans in need.**
- 1.2 ADES Mission: The Arizona Department of Economic Security makes Arizona stronger by helping Arizonans reach their potential through temporary assistance for those in need, and care for the vulnerable.**
- 1.3 Rehabilitation Services Administration (RSA) Mission: RSA works with persons with disabilities to achieve their goals for employment and independence.**
- 1.4 RSA Vision**
 - 1.4.1 Working with Clients: RSA will deliver high quality services that result in employment and independence consistent with the self-direction and informed choice of the person.**
 - 1.4.2 Working with Staff: RSA staff will be competent, accountable professionals with a commitment to excellence in customer service. Our staff will be highly valued in an inclusive environment characterized by respect, open-communication, flexibility and trust.**
 - 1.4.3 Working with the Community: RSA will be a leader and engaged partner in the community; developing and sustaining collaborations that result in increased employment and independence for persons with disabilities.**
- 2.0 PURPOSE OF AGREEMENT**
- 2.1 This Agreement is a third party cooperative arrangement as defined by 34 CFR § 361.28 for the purpose of facilitating seamless transition of students with disabilities ("Student[s]") from high school to the world of work in order to maximize their employability and integration into the workforce and community.**
- 2.2 This Intergovernmental Agreement (IGA) is between ADES and Tucson Unified School District #1, for and on behalf of those high schools and public charter schools within the school district which will provide Transition from School to Work (TSW) services under this Agreement ("participating high schools").**
- 2.3 ADES/RSA is the administration within the Department of Economic Security that provides Vocational Rehabilitation (VR) services to individuals with disabilities in preparing for and engaging in gainful employment. In accordance with Rehabilitation Act of 1973, as amended, and its implementing regulations set forth in 34 CFR § 361, ADES/RSA is a recipient of a Title I grant from the Federal Rehabilitation Services Administration to carry out the provisions of the Vocational Rehabilitation program. The Act, specifically 34 CFR § 361.22, requires ADES/RSA to coordinate with education officials responsible for the public education of students with disabilities to provide technical assistance and consultation for Individualized Education Plan (IEP) transition planning, and identification of and outreach to students with disabilities who are in need of transition services.**
- 2.4 This Agreement will be administered in accordance with requirements set forth by 34 CFR § 361.28, and 34 CFR Part 80, Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments.**
- 2.5 ADES/RSA acknowledges and agrees that the student information provided by the Contractor is protected under the Family Educational Rights and Privacy Act ("FERPA") and ADES/RSA will not further disclose this information to any other party without the prior written consent of the student's parent or the student if he/she is an eligible student, as required by FERPA, 20 U.S. C. 1232g(b)(4)(B), 34 C.F.R. 99.33. In addition, ADES/RSA, its employees and agents will use the information only for the purposes set forth in this IGA and will destroy the information when it is no longer needed for said purposes. 34 C.F.R. 99.35(b).**
- 3.0 DEFINITIONS**
- 3.1 See Exhibit 1.**
- 4.0 SERVICE DESCRIPTION**
- 4.1 Services under this Agreement include:**

- 4.1.1 Enhanced TSW services provided by the participating high schools which are structured and goal oriented vocational-educational services. The services will assist the Students in developing work readiness skills, selecting their vocational goals, and preparing them for successful transition from school to work; and
 - 4.1.2 VR services provided by ADES/RSA to assist the Students in obtaining and maintaining successful employment.
- 4.2** Participants
- 4.2.1 TSW services under this Agreement shall be provided to individuals who are
 - 4.2.1.1 Enrolled in any of the participating high schools under this Agreement and identified by the school as having a disability. This includes individuals with disabilities who are enrolled in Special Education programs and those identified as having disability under Section 504 of the Rehabilitation Act (i.e. have a disability, but do not require placement into Special Education classes), and
 - 4.2.2.2 Applicants for, or recipients of, services from ADES/RSA.
 - 4.2.2 Students with a disability who are potentially eligible for VR Pre Employment Transition Services will be served outside of this contract. Potentially eligible students with a disability will have access to workshops and all five categories (job exploration, work based learning, post-secondary counseling, job readiness skills to develop social and independent living skills and self- advocacy instruction) of Pre-Employment Transition Services provided by either VR staff or vendors. Any student with a disability may apply for VR services at their local VR office.
- 4.3** Eligibility determination for the VR program will be made solely by ADES/RSA.
- 4.3.1 ADES/RSA has an established order of selection, as defined by the Rehabilitation Act of 1973, as amended and its implementing regulations (34 CFR § 361.36 Ability to serve all eligible individuals; order of selection for services), to prioritize VR service provisions for individuals with most significant disabilities. Changes in serving priority categories under the ADES/RSA order of selection may impact the availability of VR services to the Students served under this Agreement.
 - 4.3.2 In the event that a priority category must be closed, ADES/RSA will notify the Contractor in writing thirty (30) days prior to implementing any change to the ADES/RSA order of selection.
- 4.4** TSW Service Outcomes
- 4.4.1 The outcome of the service provision under this Agreement shall be for the Students to develop basic knowledge in the learning objectives intended to lead toward successful employment and integration into the community through direct job placement or post-secondary education or vocational training. Each Student is expected to acquire this knowledge in the following areas:
 - 4.4.1.1 Self-assessment (interest inventories, learning styles, aptitudes, strengths), disability awareness and personal accommodations for disability, self-determination skills, career exploration;
 - 4.4.1.2 Disability awareness and building skills in self-determination, identification of career goals, including a complete labor market research, initial development of job readiness skills;
 - 4.4.1.3 Identification of post-secondary education/training opportunities, including training and funding options, career tracks, development of resume/cover letter writing skills, practice in mock interviews, and familiarity with filling out job applications;
 - 4.4.1.4 Knowledge of how to apply to training institutions, how to apply for scholarships and Pell Grants, how to obtain accommodations for their disabilities, how to perform job searches (for either paid employment or community service);
 - 4.4.1.5 Development of a portfolio to record the skill building process with an end goal of self-actualization and successful career planning. The content of the portfolio will meet individual student needs; each portfolio will contain individualized information similar to the following:
 - a. Self-Awareness (Orientation and Adjustment to Disability) content including but not limited to: student's IEP, assessment results, abilities, interests, and independent living skills addressed; transportation;
 - b. Career Exploration including but not limited to: career path research, informational interview reports, financial planning, student's IPE;
 - c. Job Readiness including but not limited to: Job Applications, information regarding post-secondary school choices, Free Application For Federal Student Aid (FAFSA) and other financial aid information, resume, interview skills, IPE amendments (if applicable);
 - d. Work Experience including but not limited to: campus and/or community work experience, career planning, issue resolution, job shadowing, volunteer experiences, IPE amendments (if applicable);

- e. Post High School Plan including but not limited to: Contact information for VR counselor, Community Career Center and Disability Support Services, Supported Education at Post Secondary School (if applicable).

5.0 RESPONSIBILITIES

ADES and the Contractor agree as follows:

- 5.1 Joint Responsibilities. ADES/RSA and the Contractor agree to ensure streamlined transition services through service coordination, which consists of at a minimum an annual joint planning meeting that includes all designated joint personnel involved in the service provision, and to ongoing communication as follows:
 - 5.1.1 The Contractor shall contribute to the service coordination by:
 - a. Conducting a review of all potential VR-TSW referrals by the Contractor's and ADES/RSA TSW personnel (any student may refer themselves for VR services at a VR office);
 - b. Providing information about community resources and general VR services to the students with disabilities who will not be participating in the school's TSW services;
 - c. Providing ADES/RSA with a planned referral list of students with disabilities at the beginning of each school year;
 - d. Developing and implementing a coordinated system of referral distribution;
 - e. Inviting the designated VR Counselors to the IEP Team meetings;
 - f. Providing adequate space, in a confidential setting (see Definitions), for the designated VR counselor(s) when serving the participants at school;
 - g. At the time of referral and any time subsequent to the referral upon request, providing the designated VR Counselors with all relevant data available on students with disabilities necessary for determining VR eligibility, planning of VR services, the development of a participant IPE and implementation/completion of the IPE. This may include:
 - i. Signed parental Release of Information form,
 - ii. Student's disability-related records necessary for VR eligibility determination,
 - iii. The student's current IEP and any significant supplemental information such as academic achievements, career interest tests, attendance records, high school transcripts and/or previous career exploration activities.
 - g. Providing the VR Counselor(s) with a calendar of important events relevant to the service provision under this Agreement, such as Teacher in Service Day, Parent/Teacher Organization Meetings, College Fairs, IEP Team meetings, etc.
 - 5.1.2 ADES/RSA will contribute to the service coordination by:
 - a. Providing ongoing outreach activities to inform students with disabilities and their families about the VR program and to facilitate students' access to VR services. These services may include, but are not limited, to:
 - i. Providing VR brochures and letters for students and their parents/legal guardians;
 - ii. Scheduling individual informational meetings with students and their parents/legal guardians;
 - iii. Scheduling group orientation and intake sessions at the participating high school(s);
 - iv. Conducting presentations of the VR program and services to the school staff.
 - b. Providing technical assistance to school personnel regarding transition planning.
 - c. Inviting the designated school staff to the student IPE meetings.
 - d. Providing eligibility certification letters and copies of IPE to designated school staff.
 - 5.1.3 The Parties will coordinate services with other State agencies identified in the Student's IEP and/or IPE.
 - 5.1.4 Each party will ensure that its personnel who provide direct TSW services attend training programs relevant to transition from school to work provided by ADES/RSA, the Contractor, or the Arizona Department of Education. ADES/RSA will only fund the State Transition Conference, the annual TSW work collaboration day hosted by a TSW partner and bi-annual TSW partner's meetings hosted by the RSA State Transition Coordinator. Reimbursement for expenditures for these allowable activities shall be claimed on the annual TSW school budget on the line item titled "2.3 Training".
 - 5.1.5 Prior to high school graduation, the parties will discuss assistive technology necessary for a student to be successful in their employment goal, and coordinate accommodation of those needs.
 - 5.1.6 ADES/RSA staff and Contractor staff may share client information without a separate release in either verbal and/or written form reciprocally for clients who are involved jointly and simultaneously with both agencies. Information to be shared may include: Eligibility Determination Letters, Individualized Plans

for Employment, and client case statuses. The client's information to be disclosed will be the minimum necessary to assist in service provision and meet the requirements of this agreement.

- 5.1.7 In all other circumstances, an individual's written consent is required prior to sharing any personal information between agencies.
- 5.1.8 The Contractor shall not release client information obtained under this agreement to any other agency, individual, or parties, and agrees to safeguard ADES/RSA records from improper disclosure, limit access to those records to persons whose access to them is necessary to implement this agreement, and will maintain all confidential client information in a secure location. The Contractor shall direct all requests for ADES/RSA records to ADES/ RSA.
- 5.1.9 Both parties will review and sign the Student Activity Summary (Exhibit 5) of TSW recipients per invoice interval (monthly or quarterly).

- 5.2 The Contractor shall provide TSW services as follows:
- 5.2.1 Develop, establish, and manage new, and expand and/or modify any existing transition services. The services shall be structured and goal oriented to assist participants in developing skills, interests, aptitudes, and attitudes necessary for selection of their vocational goals and successful transition from school to work. The services may include, but are not limited to:
 - 5.2.1.1 Career awareness, career exploration and career preparation classes to help students identify their employment interests and aptitudes:
 - 5.2.1.2 Classes and individualized mentoring sessions to foster development of skills essential to success in the workplace, such as goal setting, development of interpersonal relationships, money management, leisure/recreational options, and how to access advocacy, legal, and medical services:
 - 5.2.1.3 Classes and individualized mentoring sessions to foster development of job-seeking skills which will help students search job advertisements effectively, write a resume and cover letter, and call and talk to prospective employers, including mock interviews;
 - 5.2.1.4 Private-sector work and school opportunities which provide up-to-date resources and hands-on experiences (e.g. bringing employers and mentors into the classroom to discuss job and career options, developing and presenting job leads, conducting stage mock interviews, conducting job site visits and creating shadowing opportunities, conducting job clubs, etc.).
- 5.2.2 Provide services which are:
 - 5.2.2.1 In accordance with the Service Methodology (Attachment 2) submitted by each participating high school (as applicable);
 - 5.2.2.2 Accessible to the Students, who may have any physical or mental disabilities, to allow their full inclusion in the TSW services. This may include:
 - a. Specific modifications to facilitate a student's access to resources and material and full participation, such as readers, interpreters, sound recording, large print/Braille materials, sound or light signals on equipment or in the classroom, task analysis, and other special services that provide information through tactile, vibratory, auditory and visual media, etc.
 - b. Provision of assistive technology aids and services as needed.
- 5.2.3 Provide a quarterly Student Progress Report (Exhibit 2) for each student that is consistent with a student's IEP and IPE for the purposes of:
 - 5.2.3.1 Assessing a student's vocational interests, abilities, and special needs with respect to successful transition and achievement of his/her transition goals:
 - 5.2.3.2 Identifying the service objectives to be achieved and appropriate courses/programs necessary for the achievement of those objectives.
- 5.2.4 Provide those services (including adaptation of curriculum, instruction, equipment, and facilities) that will assist the Student in achieving his/her service objectives identified in the Student Progress Report (Exhibit 2).
- 5.2.5 Provide accommodations within the school building(s), including Internet access, for RSA Counselor(s) while on campus.
- 5.2.6 Monitor the student's progress in the achievement of the service objectives on a regular basis, address barriers, and communicate the student's progress through regular meetings with the student (student's parents/legal guardians) and the Student's VR Counselor.
- 5.2.7 Upon service completion, determine whether each student has:
 - 1. Achieved his/her objectives stated in the Student Progress Report; and
 - 2. Acquired skills necessary for the successful transition from school to work.

- 5.2.8 Hire qualified personnel to provide TSW services in accordance with the Job Descriptions (Exhibit 3) as follows:
1. Certified teachers (also known as Coordinators) who will supervise and coordinate TSW service provision.
 2. Transition Technicians who will provide TSW services in accordance with Job Description (Exhibit 3)
- 5.2.9 Establish, maintain and retain case records for each student who receives services under this Agreement for a period of five (5) years after termination of the Agreement. The case records for each student shall include Student Progress Report, IEP, any assessment reports, notes from meetings, a time log of service provision, progress notes on the student until final disposition of the case, and an annual Student Satisfaction Survey designed by the TSW Coordinator. Each Student Satisfaction Survey shall include at a minimum quantifiable measures of overall satisfaction with services provided and client identification of skills gained.
- 5.2.10 Notify ADES/RSA when its personnel assigned to the service provision terminates employment or has their employment terminated.
- 5.2.11 Provide administrative oversight for the service provision by:
1. Expending funds generated under this Agreement strictly for TSW services, and not for mandated education and educational support services already available to all other students and/or required by law (e.g. regular transportation services available to any student);
 2. Documenting TSW personnel activities to ensure the distribution of salaries, wages, and benefits is supported by personal activity reports and timesheets;
 3. Invoicing only for the amount of a Coordinator's or a Transition Technician's time spent in the provision of enhanced TSW services to participants defined under this Agreement.
 3. Deducting program income on each invoice prior to drawing down additional VR basic support dollars in proportion with the percentage of VR dollars used for any cost on the TSW budget, in accordance with 34 CFR § 80.21(1)(1) and 1(2); and 34 CFR § 80.25 g(1) and g(2).
 4. Providing supervision and guidance for the TSW Coordinator(s) and TSW Technicians.
- 5.3 ADES/RSA will:
Provide the following:
- 5.3.1 Ongoing outreach to inform students with disabilities and their families about the VR program/services and TSW services available under this Agreement;
- 5.3.2 Consultation and technical assistance to the participating high schools to assist in planning for the transition services;
- 5.3.3 Coordination of services with the participating high schools and participation in IEP Team meetings as needed;
- 5.3.4 Eligibility determination for the VR program and determination of a student's VR service needs.
- 5.3.5 Development of the student's IPE to assist the student in selecting a vocational goal consistent with the student's strengths, interests, and abilities and identifying specific VR services needed for the achievement of the desired employment outcome. The IPE services may include, but are not limited to:
- a. Vocational counseling and guidance. The VR Counselor assigned to the Student will meet directly with each participating student at a minimum of once every 90 days;
 - b. Specific job preparation through postsecondary education, vocational/occupational training and/or on-the-job training opportunities.
 - c. Individual job development and placement;
 - d. Supported employment services consistent with the student's individual needs. If successful employment is contingent on the availability of ongoing extended employment supports, a source for providing such supports must be identified at the time the IPE is developed;
 - e. Vocational support services as needed.
- 5.3.6 Assign specialized VR counselors and support staff for the service provision under this Agreement, and notify school staff of VR staff changes from the annual staff list (see 10.2).
- 5.3.7 Not duplicate services mandated by IDEA that are to be provided by Public Education Agencies.
- 5.3.8 Provide administrative oversight for the service provision by:
- a. Determining that all expenditures are an allowable cost from title 2 CFR Part 225 and are justifiable, reasonable and necessary for the provision of the TSW program.
 - b. Verifying that all students that are in the TSW program are qualified VR applicants or VR recipients.

- c. Providing technical assistance to Third Party Cooperative Agreement partners to assure compliance with all applicable Codes of Federal Regulations.
- d. Providing supervision and guidance for the VR counselor from a designated VR Supervisor.

6.0 EXTENSION

This agreement may be extended through a written amendment by mutual agreement of the parties.

7.0 TERMINATION

7.1 This agreement may be terminated by mutual agreement of the parties at any time during the term of this agreement.

7.2 Each party shall have the right to terminate this agreement by hand-delivering to the other party written notice of termination at least thirty (30) days prior to the effective date of said termination.

8.0 AMENDMENTS

8.1 This Agreement may be amended at any time by mutual written agreement. No agent, employee or other representative of either Party is empowered to alter any of the terms of the Agreement, unless amended in writing and signed by the authorized representative of the respective Parties.

8.2 Either party shall give written notice to the other party of any non-material alteration that affects the provisions of this Agreement. Non-material alterations that do not require a written amendment are as follows:

- 8.2.1 Change of telephone number;
- 8.2.2 Change in authorized signatory; and/or
- 8.2.3 Change in the name and/or address of the person to whom notices are to be sent.

9.0 MANNER OF FINANCING

9.1 Both Parties agree to fund the service provision under this Agreement as follows:

9.1.1 The Contractor shall transfer to ADES/ RSA, in non-Federal dollars, forty-two and six tenths percent (42.6 %) of the total estimated cost stated in the Budget (Attachment 1). This amount represents the Contractor's funding contribution for the service provision under this Agreement.

9.1.2 ADES/RSA will use these funds to generate Federal Basic Support grant dollars for the purpose of funding:

9.1.2.1 ADES/RSA personnel and other costs for the provision of VR program and fulfillment of its responsibilities under this Agreement.

9.1.2.2 The Contractor's personnel and other costs associated with the provision of services as stated in the Budget and Service Methodology (Attachment 2). The Contractor's Budget shall include only allowable costs associated with each enhanced service program provided by the Contractor per 2 CFR Part 225 (known as OMB Circular A-87), Cost Principles for State, Local, and Indian Tribal Governments.

9.2 The Contractor's Service Methodology and Budget shall be mutually agreed upon by both Parties. Any modifications to these documents shall be:

- 9.2.1 Consistent with the goals of this Agreement, and
- 9.2.2 Reviewed and approved by ADES/RSA and included as an amendment to this Agreement when there is an increase of ten percent (10%) or more in any budget category. An amendment is not necessary whenever there is an increase of less than 10% in any budget category, if the increase is offset by an equal value decrease in another budget category or categories.

10.0 REPORTING REQUIREMENTS

10.1 The Contractor shall provide to ADES/ RSA the following reporting documents:

10.1 Contractor's Transition from School to Work Budget (Attachment 1 annually and Attachments 1b, 1c, 1d when applicable), Service Methodology (Attachment 2 question 6 annually; all other questions if applicable), *on or before April 1st* of the year preceding the budget year to the designated ADES/RSA personnel for review and approval.

10.1.2 A Student Progress Report (Exhibit 2) for each Student, to the assigned VR Counselor(s) quarterly no later than 15th day after the end of a calendar quarter.

10.1.3 An Invoice (Exhibit 4) along with a Student Activity Summary (Exhibit 5) report no later than the 15th calendar day after the end of the reporting period to the designated ADES/RSA personnel.

- 10.1.4 An Equipment Report (Exhibit 6) within thirty (30) days of the purchase of any equipment and annually upon conducting annual equipment inventory, to the designated ADES/RSA personnel.
- 10.2 ADES/ RSA will submit to the Contractor an invoice for the Contractor's funding contribution;
- 10.3 Both the Contractor and ADES/RSA shall not attach any reports containing student confidential data as hard copy to the contract or contract amendments. These reports shall be submitted to ADES/RSA via secure e-mail.
- 10.4 The annual Transition from School to Work Budget, and Service Methodology if applicable shall be sent to:
AZ Department of Economic Security
ATTN: TSW Coordinator
PO BOX 6123, Mail Drop 5371
Phoenix, AZ 85005-6123
Electronically to:
RSATSWDOCS@azdes.gov
- 10.5 The Student Activity Summaries and Equipment Reports shall be sent electronically via secure e-mail to:
AZ Department of Economic Security
ATTN: RSA Contracts Unit Manager
RSAContractsUnit@azdes.gov
- 10.6 ADES/RSA reports shall be sent to
Tucson Unified School District #1
ATTN: TSW Coordinator
1010 E 10th St
Tucson, AZ 85712
- 11.0 PAYMENT REQUIREMENTS**
- 11.1 ADES/RSA will invoice the Contractor for the Contractor's funding contribution within fifteen (15) calendar days following the execution of this Agreement and quarterly thereafter by the 1st (first) day of July, or the day after the annual budget amendment is executed, October, January and April
- 11.2 The Contractor shall transfer its funding contribution to ADES/RSA within fifteen (15) calendar days upon receipt of ADES/ RSA's invoice.
- 11.3 ADES/RSA will pay the Contractor within thirty (30) days upon receipt of acceptable reporting documents and an accurately completed Contractor's invoice. If the invoice is improperly submitted or contains an error, the Contractor will be notified in writing within seven (7) business days following receipt of the invoice. The Contractor's invoice shall include the signature of a staff member authorized to sign invoices for the Contractor and date of signature, name, title, phone number and address of the Contractor's designated person to be notified in the event of a defective invoice or Quarterly and Activity Summary.
- 11.4 Payment to the Contractor will be made as follows:
1. ADES/RSA will pay for the actual costs incurred and invoiced. The Contractor's total annual invoice amounts shall not exceed the current Budget ceiling;
2. If the Contractor is unable to spend the budget ceiling amount or continue service provision, ADES/RSA will return to the Contractor any unused portion of the Contractor's contribution that remains after ADES/RSA paid for:
1. ADES/RSA costs; and
2. The Contractor's last invoice.
- 11.5 ADES/RSA will submit its invoices for the Contractor's funding contribution to:
Tucson Unified School District #1
ATTN: TSW Coordinator
1010 E 10th St

Tucson, AZ 85712

11.6 The Contractor shall submit its funding contribution to:
AZ Department of Economic Security
ATTN: RSA, Finance and Budget Unit;
Address: PO BOX 6123, Mail Drop 5112
Phoenix, Arizona 85005

11.7 The Contractor shall submit its invoices along with a Student Activity Summary to:
AZ Department of Economic Security
ATTN: RSA Payment and Billing Unit
PO Box6877
Phoenix, AZ 85005
Electronically to:
RSATSWDOCS@azdes.gov

12.0 NOTICES

12.1 All notices to the Contractor regarding this Agreement shall be sent to the following address:
Tucson Unified School District #1
ATTN: TSW Coordinator
1010 E 10th St
Tucson.AZ 85712

12.2 All notices to ADES/RSA regarding this Agreement shall be sent to the following address:
AZ Department of Economic Security
AITN: RSA Contracts Unit Manager
PO BOX 6123, Mail Drop 5112
Phoenix, AZ 85005-6123

13.0 EQUIPMENT AND DISPOSITION OF PROPERTY

13.1 The Contractor may purchase equipment for the purpose of the provision of TSW services to participants under this Agreement as approved in a Budget. Equipment includes vehicles, furniture, machinery, electronic data processing equipment, software and all other equipment costing more than \$5,000, including all normal and necessary expenses incurred to make the equipment ready for its intended use (e.g., taxes, freight, installation, assembly and testing charges, etc.), and with a useful life of greater than one year. Equipment as used herein does not include real property (e.g., land, buildings, structures, or facility improvements. In general, capital equipment purchases should be made during the initial year of this Agreement, in order to establish TSW services.

13.2 The Contractor shall include ADES as a co-owner, and co-insured on any insurance policy which covers equipment purchased under this Agreement. ADES shall retain an equitable interest equal to the purchase price paid, or a fair estimate or appraisal of current market value, whichever is greater, in all equipment purchased.

13.3 Upon termination of this Agreement, any equipment purchased under this Agreement shall be disposed of as directed by the ADES and, if sold, ADES shall be compensated in the amount of its equitable interest.

13.4 The Contractor shall:

13.4.1 Notify the ADES/RSA Contracts Unit Manager within thirty (30) days of the purchase of any equipment.
13.4.2 Maintain complete and up-to-date inventory records for all equipment purchased hereunder, perform an annual inventory of all equipment and submit the Contractor Equipment Report (Exhibit 6).

13.4.3 Not dispose of any equipment purchased under this Agreement without the prior written consent of ADES during and after the Agreement term. Such consent, if given, may include direction as to the means of disposition and the utilization of proceeds, including any necessary adjustments to the Agreement.

14.0 PROGRAM EVALUATION

14.1 ADES/RSA has set forth the following performance standard for the service provision under this

Agreement:

- 14.1.1 At a minimum, ninety percent (90%) of the students who receive TSW services by the Contractor and remain in high school will acquire skills necessary for successful transition from school to work and shall be able to determine whether they will be:
- a. Going directly to work in jobs consistent with their strength, abilities, and interests, or
 - b. Entering career-related training programs or postsecondary education that will lead to successful employment outcomes.
- 14.1.2 Both Parties will review current activities, ensure that all goals and objectives assigned to either Party under this Agreement are met, and discuss performance improvement activities and service development projects for all Parties involved in serving this target population.
- 15.0 OTHER MATTERS**
None
- 16.0 APPLICABLE LAW**
- 16.1 This Agreement shall be governed and interpreted by the laws of the State of Arizona. The materials and services supplied under this Agreement shall comply with all applicable Federal, State and local laws, and the Contractor shall maintain all applicable licenses and permit requirements.
- 17.0 ARBITRATION**
- 17.1 The Parties to this Agreement agree to resolve all disputes arising out of or relating to this Agreement through arbitration, after exhausting applicable administrative review, to the extent required by A.R.S. §§ 12-1518(8) and 12-133, except as may be required by other applicable statutes.
- 17.0 AUDIT**
- 17.1 In accordance with A.R.S. § 35-214, the Contractor shall retain and shall contractually require each subcontractor to retain all data, books and other records ("records") relating to this Agreement for a period of five (5) years after the completion of the Agreement except if subject to Health Insurance Portability & Accountability Act which is six (6) years from the date of final payment. All records shall be subject to inspection and audit by the State at reasonable times. Upon request, Contractor shall produce the original of any or all such records.
- 18.0 BACKGROUND CHECKS FOR EMPLOYMENT THROUGH THE CENTRAL REGISTRY.** If providing direct services to children or vulnerable adults, the following shall apply:
- 18.1 The provisions of A.R.S. § 8-804 (as may be amended) are hereby incorporated in its entirety as provisions of this Agreement.
- 18.2 ADES will conduct Central Registry Background Checks and will use the information contained in the Central Registry as a factor to determine qualifications for positions that provide direct service to children or vulnerable adults for:
- 18.2.1. Any person who applies for a contract with this State and that person's employees;
 - 18.2.2. All employees of a contractor;
 - 18.2.3. A subcontractor of a contractor and the subcontractor's employees; and
 - 18.2.4. Prospective employees of the contractor or subcontractor at the request of the prospective employer.
- 18.3 Volunteers who provide direct services to children or vulnerable adults shall have a Central Registry Background Check which is to be used as a factor to determine qualifications for volunteer positions.
- 18.4 A person who is disqualified because of a Central Registry Background Check may apply to the Board of Fingerprinting for a Central Registry exception pursuant to A.R.S. § 41-619.57. A person who is granted a Central Registry exception pursuant to A.R.S. § 41-619.57 is not entitled to a contract, employment, licensure, certification or other benefit because the person has been granted a Central Registry exception.
- 18.5 Before being employed or volunteering in a position that provides direct services to children or vulnerable adults, persons shall certify on forms that are provided by ADES whether an allegation of abuse or neglect was made against them and was substantiated. The completed forms are to be maintained as confidential.

- 18.6 A person awaiting receipt of the Central Registry Background Check may provide direct services to ADES clients after completion and submittal of the Direct Service Position certification form if the certification states:
- 18.6.1. The person is not currently the subject of an investigation of child abuse or neglect in Arizona or another state or jurisdiction; and
- 18.6.2. The person has not been the subject of an investigation of child abuse or neglect in Arizona, or another State or jurisdiction, which resulted in a substantiated finding.
- 18.7 If the Central Registry Background Check specifies any disqualifying act and the person does not have a Central Registry exception, the person shall be prohibited from providing direct services to ADES clients.
- 18.8 The Contractor shall maintain the Central Registry Background Check results and any related forms or documents in a confidential file for five (5) years after termination of the Agreement.
- 19.0 CONFIDENTIALITY**
- 19.1 The Contractor shall observe and abide by all applicable State and Federal statutes, rules and regulations regarding the use or disclosure of information including, but not limited to, information concerning applicants for and recipients of contract services. To the extent permitted by law, the Contractor shall release information to ADES and to the Attorney General's Office as required by the terms of this Agreement, by law or upon their request.
- 19.2 The Contractor shall comply with the requirements of Arizona Address Confidentiality Program, A.R.S. § 41-161 et. seq. ADES will advise the Contractor as to applicable policies and procedures ADES has adopted for such compliance.
- 20.0 CONFLICT OF INTEREST**
- 20.1 In accordance with A.R.S. § 38-511, the State may within three years after execution terminate the Agreement, without penalty or further obligation, if any person significantly involved in initiating, negotiating, securing, drafting or creating the Agreement on behalf of either party, at any time while the Agreement is in effect, becomes an employee or agent of any other party to the Agreement in any capacity or a consultant to any other party to the Agreement with respect to the matter of the Agreement.
- 21.0 DATA SHARING AGREEMENT**
- 21.1 When determined by ADES that sharing of confidential data will occur with the Contractor, the Contractor shall complete ADES Data Sharing Request Agreement and submit the completed Agreement to ADES Program Designated Staff prior to any work commencing or data shared. A separate Data Sharing Request Agreement shall be required between the Contractor and each ADES Program sharing confidential data.
- 22.0 E-VERIFY**
- 22.1 In accordance with A.R.S. § 41-4401, Contractor warrants compliance with all Federal immigration laws and regulations relating to employees and warrants its compliance with A.R.S. § 23-214, Subsection A
- 23.0 FEDERAL IMMIGRATION AND NATIONALITY ACT**
- 23.1 By entering into the Agreement, the Contractor warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees. The Contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Agreement. The Contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (1-9) as required by the U.S. Department of Labor's Immigration and Control Act, for all employees performing work under the Agreement. 1-9 forms are available for download at USCIS.GOV.
- 23.2 The State may request verification of compliance for any Contractor or subcontractor performing work under the Agreement. Should the State suspect or find that the Contractor or any of its subcontractors are not in compliance, the State may pursue any and all remedies allowed by law, including, but not limited to suspension of work, termination of the Agreement for default, and suspension and/or

debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

24.0 FINGERPRINTING.

24.1 Contractor shall comply with, and shall ensure that all of Contractor's employees, independent contractors, subcontractors, volunteers and other agents comply with, all applicable (current and future) legal requirements relating to fingerprinting, fingerprint clearance cards, certifications regarding pending or past criminal matters, and criminal records checks that relate to contract performance.

24.2 Applicable legal requirements relating to fingerprinting, certification, and criminal background checks may include, but are not limited, to the following: A.R.S. §§ 36-594.01, 36-3008, 41-1964, and 46-141. All applicable legal requirements relating to fingerprinting, fingerprint clearance cards, certifications regarding pending or past criminal matters, and criminal records checks are hereby incorporated in their entirety as provisions of this Agreement. The Contractor is responsible for knowing which legal requirements relating to fingerprinting, fingerprint clearance cards, certifications regarding pending or past criminal matters, and criminal records checks relate to contract performance.

24.3 To the extent A.R.S. § 46-141 is applicable to contract performance or the services provided under this Agreement, the following provisions apply:

24.3.1 Personnel who are employed by the Contractor, whether paid or not, and who are required or allowed to provide services directly to juveniles or vulnerable adults shall have a valid fingerprint clearance card or shall apply for a fingerprint clearance card within seven working days of employment.

24.3.2 Except as provided in A.R.S. § 46-141, this Agreement may be cancelled or terminated immediately if a person employed by the Contractor and who has contact with juveniles certifies pursuant to the provisions of A.R.S. § 46-141 (as may be amended) that the person is awaiting trial or has been convicted of any of the offenses listed therein in this State, or of acts committed in another state that would be offenses in this State, or if the person does not possess or is denied issuance of a valid fingerprint clearance card.

24.4 Federally recognized Indian tribes may submit and ADES will accept certifications that state that no personnel who are employed or who will be employed during the term of this Agreement have been convicted of, have admitted committing or are awaiting trial on any offense as described in A.R.S. § 41-1758.03 (as may be amended).

25.0 INDEMNIFICATION:

Each party (as "indemnitor") agrees to defend, indemnify, and hold harmless the other party (as "indemnitee") from and against any and all claims, losses, liability, costs, or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to the extent that such Claims which result in vicarious/derivative liability to the indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the indemnitor, its officers, officials, agents, employees, or volunteers.

The State of Arizona, Department of Economic Security/ Rehabilitation Services Administration is insured per A.R.S. §41-621.

In addition, should Tucson Unified School District #1 utilize a contractor(s) and subcontractor(s) the indemnification clause between Tucson Unified School District #1 and its contractor(s) and subcontractor(s) shall include the following:

To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless the Tucson Unified School District #1 and the State of Arizona, and any jurisdiction or agency issuing any permits for any work arising out of this Agreement, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees (hereinafter referred to as "indemnitee") from and against any and all claims, actions, liabilities, damages, losses, or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) (hereinafter referred to as "Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the contractor or any of the directors, officers, agents, or employees or subcontractors of such contractor. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such contractor to conform to any Federal, State or local law, statute, ordinance, rule, regulation or court decree. It is the specific intention of the parties that the indemnitee shall, in all instances, except for

Claims arising solely from the negligent or willful acts or omissions of the indemnitee, be indemnified by such contractor from and against any and all claims. It is agreed that such Contractor will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. Additionally, on all applicable insurance policies, contractor and its subcontractors shall name the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees as an additional insured and also include a waiver of subrogation in favor of the State.

25.1 INSURANCE REQUIREMENTS FOR GOVERNMENTAL PARTIES TO AN IGA

None

25.2 INSURANCE REQUIREMENTS FOR ANY CONTRACTORS USED BY A PARTY TO THE INTERGOVERNMENTAL AGREEMENT

(Note: this applies only to Contractors used by a governmental entity, not to the governmental entity itself.)
The *insurance requirements* herein are minimum requirements and in no way limit the indemnity covenants contained in the Intergovernmental Agreement. The State of Arizona in no way warrants that the minimum limits contained herein are sufficient to protect the governmental entity or Contractor from liabilities that might arise out of the performance of the work under this Contract by the Contractor, his agents, representatives, employees or subcontractors, and Contractor and the governmental entity are free to purchase additional insurance.

25.3 MINIMUM SCOPE AND LIMITS OF INSURANCE

Contractor shall provide coverage with limits of liability not less than those stated below.

25.3.1 Commercial General Liability- Occurrence Form

Policy shall include bodily injury, property damage, and broad form contractual liability coverage.

- General Aggregate \$2,000,000
- Products - Completed Operations Aggregate \$1,000,000
- Personal and Advertising Injury \$1,000,000
- Damage to Rented Premises \$ 50,000
- Each Occurrence \$1,000,000

- a. The policy shall be endorsed, as required by this written agreement, to include the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees as additional insureds with respect to liability arising out of the activities performed by or on behalf of the Contractor.
- b. Policy shall contain a waiver of subrogation endorsement, as required by this written agreement, in favor of the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Contractor.

(Note that the other governmental entity(ies) is/we also required to be additional insured(s) and they should supply the Contractor with their own list of persons to be insured.)

25.4 BUSINESS AUTOMOBILE LIABILITY

Bodily Injury and Property Damage for any owned, hired, and/or non-owned automobiles used in the performance of this Contract.

- Combined Single Limit (CSL) \$1,000,000

- a. Policy shall be endorsed, as required by this written agreement, to include the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees as additional insureds with respect to liability arising out of the activities performed by, or on behalf of, the Contractor involving automobiles owned, hired and/or non-owned by the Contractor.
- b. Policy shall contain a waiver of subrogation endorsement as required by this written agreement in favor of the State of Arizona, and its departments, agencies, boards, c o m m i s s i o n s ,

universities, officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Contractor.

(Note that the other governmental entity(ies) is/are also required to be additional insured(s) and they should supply the Contractor with their own list of persons to be insured.)

25.4.1 Workers' Compensation and Employers' Liability

• Workers' Compensation	Statutory
• Employers' Liability	
• Each Accident	\$1,000,000
• Disease - Each Employee	\$1,000,000
• Disease - Policy Limit	\$1,000,000

- a. Policy shall contain a waiver of subrogation endorsement, as required by this written agreement, in favor of the State of Arizona, and its departments, agencies, boards, commissions, universities, officers, officials, agents, and employees for losses arising from work performed by or on behalf of the Contractor.
- b. This requirement shall not apply to each Contractor or subcontractor that is exempt under A.R.S. § 23-901, and when such Contractor or subcontractor executes the appropriate waiver form (Sole Proprietor or Independent Contractor).

25.5 **ADDITIONAL INSURANCE REQUIREMENTS**

The policies shall include, or be endorsed to include, as required by this written agreement, the following provisions:

- 25.5.1 The Contractor's policies, as applicable, shall stipulate that the insurance afforded the Contractor shall be primary and that any insurance carried by the Department, its agents, officials, employees or the State of Arizona shall be excess and not contributory insurance, as provided by A.R.S. § 41-621 (E).
- 25.5.2 Insurance provided by the Contractor shall not limit the Contractor's liability assumed under the indemnification provisions of this Contract.

25.6 **NOTICE OF CANCELLATION**

Applicable to all insurance policies required within the Insurance Requirements of this Contract, Contractor's insurance shall not be permitted to expire, be suspended, be canceled, or be materially changed for any reason without thirty (30) days prior written notice to the State of Arizona. Within two (2) business days of receipt, Contractor must provide notice to the State of Arizona if they receive notice of a policy that has been or will be suspended, canceled, materially changed for any reason, has expired, or will be expiring. Such notice shall be sent directly to the Department and shall be mailed, emailed, hand delivered or sent by facsimile transmission to (State Representative's Name, Address & Fax Number).

25.7 **7 ACCEPTABILITY OF INSURERS**

Contractor's insurance shall be placed with companies licensed in the State of Arizona or hold approved non-admitted status on the Arizona Department of Insurance List of Qualified Unauthorized Insurers. Insurers shall have an "A.M. Best" rating of not less than A- VII. The State of Arizona in no way warrants that the above-required minimum insurer rating is sufficient to protect the Contractor from potential insurer insolvency.

25.8 **VERIFICATION OF COVERAGE**

Contractor shall furnish the State of Arizona with certificates of insurance (valid ACORD form or equivalent approved by the State of Arizona) evidencing that Contractor has the insurance as required by this Contract. An authorized representative of the insurer shall sign the certificates.

- 25.8.1 All such certificates of insurance and policy endorsements must be received by the State before work commences. The State's receipt of any certificates of insurance or policy endorsements that do not comply with this written agreement shall not waive or otherwise affect the requirements of this agreement.

- 25.8.2 Each insurance policy required by this Contract must be in effect at, or prior to, commencement of work under this Contract. Failure to maintain the insurance policies as required by this Contract, or to provide evidence of renewal, is a material breach of contract.
- 25.8.3 All certificates required by this Contract shall be sent directly to the Department. The State of Arizona project/contract number and project description shall be noted on the certificate of insurance. The State of Arizona reserves the right to require complete copies of all insurance policies required by this Contract at any time.
- 25.9 **SUBCONTRACTORS**
- Contractor's certificate(s) shall include all subcontractors as insureds under its policies or Contractor shall be responsible for ensuring and/or verifying that all subcontractors have valid and collectable insurance as evidenced by the certificates of insurance and endorsements for each subcontractor. All coverages for subcontractors shall be subject to the minimum Insurance Requirements identified above. The Department reserves the right to require, at any time throughout the life of the Contract, proof from the Contractor that its subcontractors have the required coverage.
- 25.10 **APPROVAL AND MODIFICATIONS**
- The Contracting Agency, in consultation with State Risk, reserves the right to review or make modifications to the insurance limits, required coverages, or endorsements throughout the life of this contract, as deemed necessary. Such action will not require a formal Contract amendment, but may be made by administrative action.
- 25.11 **EXCEPTIONS**
- In the event the Contractor or subcontractor(s) is/are a public entity, then the Insurance Requirements shall not apply. Such public entity shall provide a certificate of self-insurance. If the Contractor or subcontractor(s) is/are a State of Arizona agency, board, commission, or university, none of the above shall apply.
- 26.0 **IT 508 COMPLIANCE**
- 26.1 Unless specifically authorized in the Agreement, any electronic or information technology offered to the State of Arizona under this agreement shall comply with A.R.S. §§ 41-3531 and 3532 and Section 508 of the Rehabilitation Act of 1973, which requires that employees and members of the public shall have access to and use of information technology that is comparable to the access and use by employees and members of the public who are not individuals with disabilities.
- 27.0 **NON-AVAILABILITY OF FUNDS**
- 27.1 In accordance with A.R.S. § 35-154, every payment obligation of the State under the Agreement is conditioned upon the availability of funds appropriated or allocated for payment of such obligation. If funds are not allocated and available for the continuance of this Agreement, this Agreement may be terminated by the State at the end of the period for which funds are available. No liability shall accrue to the State in the event this provision is exercised, and the State shall not be obligated or liable for any future payments or for any damages as a result of termination under this paragraph.
- 28.0 **NON-DISCRIMINATION**
- 28.1 The Contractor shall comply with State Executive Order No. 2009-09 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities Act.
- 29.0 **OFFSHORE PERFORMANCE OF WORK PROHIBITED**
- 29.1 Due to security and identity protection concerns, direct services under this Agreement shall be performed within the borders of the United States. Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and may involve access to secure or sensitive data or personal client data or development or modification of software for the State shall be performed within the borders of the United States. Unless specifically stated otherwise in the specifications, this definition does not apply to indirect or 'overhead' services, redundant back-up services or services that are incidental to the performance of the Agreement. This provision applies to work. Performed by subcontractors at all tiers.

30.0 PARTICIPATION IN BOYCOTT OF ISRAEL

30.1 Contractor warrants it is not engaged in a boycott of Israel as defined by A.R.S. § 35-393.01.

31.0 RIGHT OF OFFSET

31.1 ADES shall be entitled to offset against any sums due the Contractor, any expenses or costs incurred by ADES, or damages assessed by ADES concerning the Contractor's non-conforming performance or failure to perform the Agreement, including expenses, costs and damages.

32.0 THIRD- PARTY ANTITRUST VIOLATIONS

32.1 The Contractor assigns to ADES any claim for overcharges resulting from antitrust violations concerning materials or services supplied by third parties to the Contractor, toward fulfillment of this Agreement.

33.0 ATTACHMENTS

The following list of attachments constitutes an integral part of subject Agreement:

33.1 Attachment 1: Transition from School to Work Budget, which includes:

- Attachment 1a Budget Instructions
- Attachment 1b Materials and Supplies Expenses
- Attachment 1c Other Expenses
- Attachment 1d Equipment Expenses

33.2 Attachment 2: Service Methodology

33.3 Attachment 3: Request for Search of Central Registry for Background Check

33.4 Attachment 4: Data Sharing Agreement

34.0 EXHIBITS

The following list of exhibits constitutes an integral part of subject Agreement:

34.1 Exhibit 1: Definitions

34.2 Exhibit 2: Student Progress Report

34.3 Exhibit 3: Job Descriptions

34.4 Exhibit 4: Invoice

34.5 Exhibit 5: Student Activity Summary

34.6 Exhibit 6: Equipment Report

Transition from School to Work

BUDGET

School District: Tucson Unified School District
 Budget Period: Jul 1,2017 to June 30,2018
 Contract Number: TBD

I. PERSONNEL EXPENSES

1.1 Salaries and Wages		Basis	Bdgt			
Position Title	Annual Salary	No. Month	No. Month	BASETSW SALARY	TSW% of Time	TSW COST
1.1a Coordinator	\$42,900.00	9.5	9.5	\$42,900.00	80.00%	\$34,320.00
1.1b Coordinator	\$42,400.00	9.5	9.5	\$42,400.00	80.00%	\$33,920.00
1.1c Coordinator	\$39,400.00	9.5	9.5	\$39,400.00	60.00%	\$23,640.00
1.1d Coordinator	\$43,600.00	9.5	9.5	\$43,600.00	80.00%	\$34,880.00
1.1e Coordinator	\$39,400.00	9.5	9.5	\$39,400.00	80.00%	\$31,520.00
1.1f Coordinator	\$48,943.60	10.5	10.5	\$48,943.60	100.00%	\$48,943.60
1.1g Coordinator	\$35,984.42	10.5	10.5	\$35,984.42	100.00%	\$35,984.42
1.1h Coordinator	\$34,300.00	9.5	9.5	\$34,300.00	80.00%	\$27,440.00
1.1i Coordinator	\$42,400.00	9.5	9.5	\$42,400.00	80.00%	\$33,920.00
1.1j Coordinator	\$69,400.00	9.5	9.5	\$69,400.00	80.00%	\$55,520.00
1.1k Coordinator	\$83,345.20	9.5	9.5	\$83,345.20	80.00%	\$66,676.16
1.1l Coordinator	\$36,800.00	9.5	9.5	\$36,800.00	80.00%	\$29,440.00
1.1m Coordinator	\$33,800.00	9.5	9.5	\$33,800.00	80.00%	\$27,040.00
1.1n Coordinator	\$52,400.00	9.5	9.5	\$52,400.00	80.00%	\$41,920.00
1.1o Transition Technician #1	\$27,133.00	9	9	\$27,133.00	100.00%	\$27,133.00
1.1p Transition Technician #2	\$20,119.00	9	9	\$20,119.00	100.00%	\$20,119.00
1.1q Transition Technician #3	\$20,943.00	9	9	\$20,943.00	100.00%	\$20,943.00
1.1r Transition Technician #4	\$20,119.00	9	9	\$20,119.00	100.00%	\$20,119.00
1.1s Transition Technician #5	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1t Transition Technician #6	\$20,749.00	9	9	\$20,749.00	100.00%	\$20,749.00
1.1u Transition Technician #7	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1v Transition Technician #8	\$38,900.00	9.5	9.5	\$38,900.00	60.00%	\$23,340.00
1.1w Transition Technician #9	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1x Transition Technician #10	\$50,385.33	10.5	10.5	\$50,385.33	100.00%	\$50,385.33
1.1y Transition Technician #11	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1z Transition Technician #12	\$21,574.00	9	9	\$21,574.00	100.00%	\$21,574.00
1.1aa Transition Technician #13	\$20,119.00	9	9	\$20,119.00	100.00%	\$20,119.00
1.1ab Transition Technician #14	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1ac Transition Technician #15	\$39,400.00	9.5	9.5	\$39,400.00	40.00%	\$15,760.00
1.1ad Transition Technician #16	\$46,400.00	9.5	9.5	\$46,400.00	100.00%	\$46,400.00
1.1ae Transition Technician #17	\$36,400.00	9.5	9.5	\$36,400.00	80.00%	\$29,120.00
1.1af Transition Technician #18	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1ag Transition Technician #19	\$19,925.00	9	9	\$19,925.00	100.00%	\$19,925.00
1.1ah Transition Technician #20	\$45,400.00	9.5	9.5	\$45,400.00	100.00%	\$45,400.00
1.1ai Transition Technician #21	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1aj Transition Technician #22	\$19,731.00	9	9	\$19,731.00	100.00%	\$19,731.00
1.1ak Transition Technician #23	\$43,400.00	9.5	9.5	\$43,400.00	80.00%	\$34,720.00
1.1al Transition Technician #24	\$20,119.20	9	9	\$20,119.20	100.00%	\$20,119.20
1.1am Transition Technician #25	\$19,925.28	9	9	\$19,925.28	100.00%	\$19,925.28
1.1an Substitutes	\$15,000.00	9	9	\$15,000.00	100.00%	\$15,000.00
1.1ao Added Duty/summer program	\$40,000.00	9	9	\$40,000.00	100.00%	\$40,000.00
TOTAL SALARY				\$1,368,932		\$1,193,863

1.2 EMPLOYEE RELATED EXPENSES (ERE)		TSW Cost	Fixed	TSW
ITEM	ERE Rate: 30.0%			COST
1.2a	ERE, Coordinator	\$34,320	30.00%	\$10,296
1.2b	ERE, Coordinator	\$33,920	30.00%	\$10,176
1.2c	ERE, Coordinator	\$23,640	30.00%	\$7,092
1.2d	ERE, Coordinator	\$34,880	30.00%	\$10,464
1.2e	ERE, Coordinator	\$31,520	30.00%	\$9,456
1.2f	ERE, Coordinator	\$48,944	30.00%	\$14,683
1.2g	ERE, Coordinator	\$35,984	30.00%	\$10,795
1.2h	ERE, Coordinator	\$27,440	30.00%	\$8,232
1.2i	ERE, Coordinator	\$33,920	30.00%	\$10,176
1.2j	ERE, Coordinator	\$55,520	30.00%	\$16,656
1.2k	ERE, Coordinator	\$66,676	30.00%	\$20,003
1.2l	ERE, Coordinator	\$29,440	30.00%	\$8,832
1.2m	ERE, Coordinator	\$27,040	30.00%	\$8,112
1.2n	ERE, Coordinator	\$41,920	30.00%	\$12,576
1.2o	ERE, Transition Tech 1	\$27,133	30.00%	\$8,140
1.2p	ERE, Transition Tech 2	\$20,119	30.00%	\$6,036
1.2q	ERE, Transition Tech 3	\$20,943	30.00%	\$6,283
1.2r	ERE, Transition Tech 4	\$20,119	30.00%	\$6,036
1.2s	ERE, Transition Tech 5	\$19,731	30.00%	\$5,919
1.2t	ERE, Transition Tech 6	\$20,749	30.00%	\$6,225
1.2u	ERE, Transition Tech 7	\$19,731	30.00%	\$5,919
1.2v	ERE, Transition Tech 8	\$23,340	30.00%	\$7,002
1.2w	ERE, Transition Tech 9	\$19,731	30.00%	\$5,919
1.2x	ERE, Transition Tech 10	\$50,385	30.00%	\$15,116
1.2y	ERE, Transition Tech 11	\$19,731	30.00%	\$5,919
1.2z	ERE, Transition Tech 12	\$21,574	30.00%	\$6,472
1.2aa	ERE, Transition Tech 13	\$20,119	30.00%	\$6,036
1.2ab	ERE, Transition Tech 14	\$19,731	30.00%	\$5,919
1.2ac	ERE, Transition Tech 15	\$15,760	30.00%	\$4,728
1.2ad	ERE, Transition Tech 16	\$46,400	30.00%	\$13,920
1.2ae	ERE, Transition Tech 17	\$29,120	30.00%	\$8,736
1.2af	ERE, Transition Tech 18	\$19,731	30.00%	\$5,919
1.2ag	ERE, Transition Tech 19	\$19,925	30.00%	\$5,978
1.2ah	ERE, Transition Tech 20	\$45,400	30.00%	\$13,620
1.2ai	ERE, Transition Tech 21	\$19,731	30.00%	\$5,919
1.2aj	ERE, Transition Tech 22	\$19,731	30.00%	\$5,919
1.2ak	ERE, Transition Tech 23	\$34,720	30.00%	\$10,416
1.2al	ERE, Transition Tech 24	\$20,119	30.00%	\$6,036
1.2am	ERE, Transition Tech 25	\$19,925	30.00%	\$5,978
1.2an	Substitute Teachers/Staff	\$15,000	19.00%	\$2,850
1.2ao	Added Duty/summer program	\$40,000	19.00%	\$7,600
1.211	other ERE Benefits	Amt/ Empl,lovee \$0	No Empl Ttl other ERE	
TOTAL ERE				\$352,109
2. OTHER EXPENSES				
ITEM	BASIS		TSW COST	
2.1	Materials/Supplies	See Attachment 1b	\$58,410	
2.2	Local Travel	See Attachment 1c	\$1,558	
2.3	Training	See Attachment 1c	\$15,006	
2.4	Other Expenses	See Attachment 1c	\$72,291	
TOTAL OTHER EXPENSES				\$147,264
3. Q8PITAL EQUIPMENT EXPENSES				
Capital Equipment	See Attachment 1d		TSW COST	
TOTAL CAPITAL EQUIPMENT		\$ 128,000.00	\$ 12,800.00	\$140,800
4. TOTAL BUDGET (1+ 2+3)				\$1,834,036
FUNDING CONTRIBUTION				42.60% PERCENT OF TOTAL BUDGET \$781,299

If you use your own additional attachments, enter totals here:

\$288,064

Transition from School to Work Budget Detail
Proposed Expenditures for Other Items

School District: Tucson Unified Schoc
 Budget Period: July 1, 2017 to June 30, 2018
 Contract Number: TBD

2.2 Local Travel

<u>Qty Description</u>	Cost per Item	Total Cost
3500 Local miles driven per year @ .445	\$ 0.45	\$ 1,558
		\$
		\$
		\$
		\$
2.2 Total of Proposed Expenditures for Travel		\$ 1,558

2.3 Training

<u>Qty Description</u>	Cost per Item	Total Cost
24 Registration at ADE annual transition conference, Talking Stick (TS)	\$ 380.00	\$ 9,120
24 12 rooms, 2 nights ADE Annual Transition Conference, TS	\$ 107.00	\$ 2,568
9 9 rooms, 1 night TSW meeting May in Flagstaff	\$ 100.00	\$ 900
48 Per Diem per day, 24 people, 2 days ADE Annual TS	\$ 26.00	\$ 1,248
18 Per Diem per the trip, 18 people, Flagstaff	\$ 65.00	\$ 1,170
		\$
		\$
2.3 Total of Proposed Expenditures for Training		\$ 15,006

2.4 Other Expenses

<u>Qty Description</u>	Cost per Item	Total Cost
		\$ -
12 Cam fees for Main Gate Collaborative studio per month. NO TAX	\$ 664.79	\$ 7,977
2 Semi-annual HVAC maintenance, ACT studio. NO TAX	\$ 200.00	\$ 400
1 Misc. building repair. Studio. NO TAX	\$ 500.00	\$ 500
1 Utilities for Main Gate studio. NO TAX	\$ 3,750.00	\$ 3,750
1 «retrom costs to accommoaa1e ",e wasner ana aryer usea 10 san, 1ze donated clothes for the Enhanced Embroiden, orogram at ACT. NO TAX	\$ 3,000.00	\$ 3,000
1 Kiln to be used to create the mosaics for ACT's community "Be Kind Murals."	\$ 2,000.00	\$ 2,000
3 Annual lease for digital multifunction cooler: Sahuaro, Cholla and T.H.S.	\$ 3,602.28	\$ 10,807
16 Desktop bundle at each site dedicated for TSW Students to research career, jobs, education opportunities. Also to prepare resumes, portfolios and online applications etc.	\$ 790.00	\$ 12,640
13 Laptop bundle assigned to each site dedicated for TSW Students to research career, jobs, education opportunities. Also to prepare resumes, portfolios and online applications etc.	\$ 760.00	\$ 9,880
6 HP printer at each site dedicated for TSW student/faculty use	\$ 643.00	\$ 3,858
2 iPad IO pack to be used by TSW students when working remotely in the community	\$ 3,300.00	\$ 6,600
1 Accessories to support computer purchases: Cases, adaptors, software etc.	\$ 3,000.00	\$ 3,000
1 Service plans/warranties to support technology. NO TAX	\$ 3,000.00	\$ 3,000
		\$ -
48,784.84 Tax (10%) Technology expenses	\$ 0.10	\$ 4,878
		\$
		\$
		\$
		\$
		\$
		\$
		\$
2.4 Total of Proposed Expenditures for Other Expenses		\$ 72,291

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

SCHOOL DISTRICT: Tucson Unified School District
Contract ID Number: tbd

Each participating high school within the School District may develop its own unique TSW design, within the parameters of this Agreement. The project description should be in a format that clearly explains services to be provided by each school. It should contain all of the elements described below. This Service Methodology is an integral part of this Agreement.

1.0 Describe the transition services/activities your school(s) or district currently provides to meet the IDEA mandate without ADES/RSA funding.

Tucson Unified School District (TUSD) is the largest school district in southern Arizona serving approximately 48,000 students kindergarten to high school. It is a socioeconomically diverse school district serving a large percentage of students who reside in the City of Tucson. The instructional curriculum used within TUSD is based on the College and Career Readiness Standards implemented by the Arizona Department of Education. Currently, within TUSD there are 14 high schools which includes approximately 3,097 students with disabilities either on Individualized Education Plans (IEP) or 504 Plans. Transition services for these students are provided through the IEP based on the requirements of the Individuals with Disabilities Education Act (IDEA). The student case carriers at each school coordinate the development and implementation of transition services. The case carrier may or may not have regular systematic instructional time with the student. Typically, transition services are implemented by enrolling the student in integrated general education Career and Technical Education (CTE) classes, and/or Special Education classes at their high schools. In addition, students can be referred to one of three in-school transition programs; Advanced Community Training (ACT), Project FOCUS or Project SEARCH. The in-school transition programs are limited to students who stay in school for a fifth and six year, and in the case of FOCUS, students must have an intellectual disability. The current entrance requirements severely limits the number of students who receive transition services. The existing model provides- transition services, but in an inconsistent, limited, and sporadic manner. Using a TSW model, will allow approximately 330 students to systematically receive new, expanded, and enhanced transition services. The TSW program would greatly enhance the transition services by including all high students with disabilities regardless of placement in general education classes, grade levels and severity of the disability.

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

2.0 Describe the TSW services using VR funding that are, or will be, new and not the customary or typical services provided by the school. If a similar service currently exists, describe how it has been or will be modified, adapted, expanded or reconfigured to have a vocational focus and to meet the unique needs of students with disabilities. Be specific to each campus if applicable.

TUSD will use the VR funding to design, develop and implement a comprehensive Transition from School to Work (TSW) model that is new and will modify, expand and enhance the current transition services. It will achieve this goal by ensuring TSW students in grades 9 through 12 receive a coordinated set of consistent, comprehensive and systematic transition services. This is very different from the current model where students receive inconsistent and sporadic services contingent upon their case carrier, or programs that may or may not be available at the school they attend.

During the 2016-2017 school year, the TSW program expanded and -three additional schools were added for a total of six participating high schools in TUSD. The schools include Advanced Community Training Program (ACT), Challa, Mary Meredith, Pueblo, Sahuaro, and Tucson. No additional high schools added during the 2017-2018 school year. All participating high schools will follow the same enhanced TSW model and implement on and off campus enhanced vocational training specific to their school site. The TSW model will include the enhanced comprehensive transition services listed below and provide a consistent and systematic curriculum to all TSW students. At a minimum, all TUSD's TSW services will be structured, goal oriented and include the following:

1. Career Awareness
2. Job Readiness Skills
3. Work-Based Learning
4. Disability Awareness and Self Advocacy
5. Postsecondary Education and Training Planning
6. Independent Living
7. Career Portfolio Development

The above transition services will be delivered to only TSW students and use the six components of the TUSD TSW model at each of the participating high schools. The following is a list of the new TSW components and a brief description of each.

1. School-Based Transition from School to Work Resource Center

The TUSD TSW services will include a Transition from School to Work Resource Center (TSW-RC) at each participating school site. This will be a new transition service that has not been offered in the past. The resource center will systematically disseminate transition information and make available both printed and on-line catalogs of local, national, private and public agencies that are resources to students and their families in the transition process. The TSW Resource Center will include a complete description of the TSW, its goals, services and the process to become eligible. The school site will also include resource materials from Rehabilitation Services Administration, Vocational Rehabilitation, Division of Developmental Disabilities, Regional Behavioral Health, Arizona Department of Education, Office of Civil Rights, postsecondary education and job training institutions, Arizona Career and Information Systems (AzCIS), associated

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

disability resource centers, technical assistance and family advocacy groups. In addition to providing resources, students and families will be able to find information on current trending careers and employment activities.

2. TSW Transition Technicians

TUSD's TSW will include full-time Transition Technicians whose primary job duties are listed in Exhibit 3: Transition from School to Work (TSW) Job Descriptions. The Transition Technician will mentor and support an assigned group of TSW students from enrollment to graduation. This is an enhanced transition service and not currently offered in TUSD schools. Currently, Instructional Assistants support students throughout their school day, but do not specifically focus on transition needs or working off-campus at community volunteer sites. In brief, TSW Transition Technicians job duties will include:

1. mentoring TSW students in classes;
2. facilitating career exploration activities such as job shadowing and investigating potential career interest areas, conducting labor market surveys and accessing AzCIS;
3. assisting with Career and Job Readiness Curriculum;
4. on and off campus job coaching;
5. scheduling of postsecondary required testing as needed such as ASVAB, ACT, SAT, Pima Community College's Placement Assessment, and
6. meeting with RSA/VR Counselors to provide enhanced transition information, conducting outreach to students, parents, administrators and community agencies, etc.

Instruction will be provided both on an individualized basis within classes, through weekly and monthly progress checks and as needed for identified transition needs.

In addition to the above responsibilities, the TSW Transition Technician will support students in both school and community work based training sites. This will be an enhanced and expanded transition service that will include an on-campus digital copy center, food services in the school cafeteria, marketing and distribution of used clothing, raising blooming green house plants, gardening, recycling, paper shredding, laminating, and landscaping. With the support of the Transition Technician, students will rotate through training areas and learn both soft job skills and specific job skills based on the work activity. Community work based training sites will offer skill training in such areas as landscaping, general building maintenance, playground safety inspection, animal caretaking, retail grocery, patient care, early childhood instruction, and food preparation. The TSW Transition Technician will use public transportation and TSW vehicles to transport TSW students to off campus training sites. TSW vehicles will permit longer training periods within the community sites and increased opportunities to serve more TSW students in the community by accessing sites not on a bus line or that take several transfers to reach a job site.

3. Career and Job Readiness Curriculum

A Career and Job Readiness Curriculum will be implemented and be provided to only TSW students. The consistent use of a specified career and job readiness curriculum will be a new enhanced transition service. Typically, teachers do not use a specified curriculum with a scope and sequence, but rather intermittently use materials dispersed

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

throughout the school year. An example of a systematic and inclusive curriculum is the James Stanfield Transition Curriculum. This is a comprehensive transition curriculum that provides teachers with instructional modules on Personal Management, Career Management, and Life Management. The TSW curriculum will be systematic based on best practices, and include commercial and teacher made school supplemental materials. By each school implementing the same curriculum, the TSW student will be assured access to consistent and enhanced transition services. The overall outcome of the TSW curriculum is for students to develop essential career and vocational knowledge that leads to a successful transition to postsecondary education, vocational training and/or competitive employment. The Transition Curriculum will include the following topics:

1. Career Awareness
2. Job Readiness Skills
3. Work Based Learning
4. Disability Awareness and Self Advocacy
5. Postsecondary Education and Training Planning
6. Independent Living Skills
7. Career Portfolio Development

Each TUSD TSW student will be expected to acquire increased knowledge in the Career and Job Readiness Curriculum based on the number of years the student participates in TSW services. The following is a detailed listing of the scope and sequence of the Career and Job Readiness Curriculum that will be provided for TSW students. Please note this represents the ideal sequence, but may need to be altered based on when the student enrolls in the TSW program.

1. Self-assessment: Career Investigation and Assessment (interest inventories, learning styles, aptitudes, strengths}, disability awareness, personal accommodations, self-determination skills, and career exploration.
2. Disability Awareness: disability awareness and self-determination skill building, on-going career exploration, identification of career goals, complete labor market research, and job readiness skill development;.
3. Postsecondary Training Options: identify postsecondary education/training opportunities, training and funding options, career tracks, continue job readiness skill development, resume writing, cover letter development, mock interviewing, and job applications.
4. Applying to Training Institutes: how to apply to training institutions and apply for scholarships and financial aid, obtain accommodations, and/or job search skills for paid employment or community service.
5. Develop a Portfolio: each student will record the skill building process with an end goal of self-actualization and successful career planning. The content of the portfolio will meet individual student needs. At a minimum the portfolio will include:
 - a. Multi-Disciplinary Evaluation Team report (MET);
 - b. Individualized Education Program (IEP);
 - c. Individualized Plan for Employment (IPE);
 - d. Summary of Performance (SOP);
 - e. Academic learning accommodations;
 - f. Employment barriers and needed accommodations; and
 - g. Copy of picture identification.

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Transition from School to Work (TSW) SERVICE METHODOLOGY

In addition to the above items in the student's portfolio, it may also include:

- a. Self-awareness, orientation and adjustment to disability, content examples would include, assessment results, abilities, interests, and independent living skills, transportation, behavior management strategy plan, extra-curricular activities, TSW Service Plan, orientation and mobility training if applicable;
- b. Career Exploration, content examples would include career path research, informational interview reports, and financial planning;
- c. Job Readiness, content examples would include sample job applications, information regarding postsecondary school choices, Free Application for Federal Student Aid (FAFSA) and other financial aid information, resume, and interview skills;
- d. Work Experience, content examples would include campus and community work experience, career planning, issue resolution, job shadowing, volunteer experiences, supervisor evaluations, letters of recommendation; and
- e. Post-High School Plan, content examples would include contact information for TSW VRC counselor, community resource agencies, and supported education at post-secondary school as needed.

4. Main Gate Square and Ben's Bells Collaborative Work Experience

The Main Gate Square and Ben's Bells Collaborative Work Experience is one of the most unique and effective components of the TUSD TSW proposal. This transition service was offered in the past on a limited basis and on select tasks of the mosaic mural design and installation. Under the TSW tasks will be modified, reconfigured and expanded to specifically address the vocational and transition needs of the TSW students.

The Marshall Foundation, a non-profit organization, has arranged for the TUSD's TSW program to occupy 1,000 square feet of retail space located in the middle of a busy commercial area to operate and develop a community-based vocational training program for high school students. The retail space is not owned by TUSD. The site will be used to house and operate machinery, tools and supplies necessary to provide students with a training experience within an integrated business environment. In collaboration with Ben's Bells and the Marshall Foundation, TUSD's TSW will provide TSW students with three vocational training programs for students to gain work experiences that can only be provided within this site. The three vocational training programs would all be located in integrated settings within the business community. The vocational programs would be:

1. Community Mosaic Mural Design and Installation;
2. Commercial Embroidery Machine Operation; and
3. Vocational Training in Retail Sales at Ben's Bells Gift Shop

The ACT program will use the retail space as one component of the TSW program to deliver vocational training to students within a community-based site. In collaboration with Ben's Bells, TSW students will learn how to create and install mosaic murals for customers in the community and learn to operate a commercial embroidery machine to produce Ben's Bells products with their trademarked logo embroidered on. The Ben's

Attachment Z.

Transition from School to Work (TSW) SERVICE METHODOLOGY

Bells Retail Store is located in downtown Tucson. All three vocational programs will require students to learn and apply the full array of employment "soft skills" such as professionalism, teamwork, communication, problem solving, etc. while learning technical skills specific to the vocational task. In the case of the community murals, students learn how to layout a mural design at a given site, use art studio equipment including a slab roller, electric kiln, pug-mill, glazes, a variety of application brushes, proper mixture of grouts and concrete. For the commercial embroidery machine, students will learn proper safety procedures, how to set up the embroidery template, attach stabilizer and refill thread feeds, control machine speed based on material and conduct quality assurance steps. The Ben's Bells Retail Store and Kind Stitches program will provide TSW students with the opportunity to become knowledgeable on product marketing, product displays, customer service, and proper protocols for handling cash and credit cards. The store would be managed and supervised by Ben's Bells. TSW students would use the store as a training site. Products produced by the students that meet the quality assurance requirements would be donated to Ben's Bells.

5. Work Based Learning with Collaborating Community Partners

The benefits of work based learning within the community are widely recognized as a best practice and offer TSW students the opportunity to gain work experience, transferable skills, experience in a prospective career path, practical experience by applying methods and theories learned in classes, new skills while refining soft skills, and network with professionals in the field for references and future job opportunities. This is an expanded transition service that was not consistently offered in the past. Under the supervision of the Transition Coordinator and Transition Technician, TSW students who are successfully participating in the Career and Job Readiness Curriculum may have an opportunity to participate in work based learning in the community. These opportunities will be designed to last from 9 to 36 weeks and with supervision and training being provided by both TSW instructional staff and natural supports at the site. Scheduled performance evaluations will be conducted to determine student progress and interest in the specific career area. In addition, the student will keep a reflective journal of his or her weekly tasks at the site and list their personal preferences, strengths and areas of interest for further investigation. Potential sites for TSW students could be Make Way for Books, Native Seed Search, Hermitage Cat Shelter, KUAT, Food Conspiracy, and 4th Avenue Merchants' Association. Other examples will be determined based on individual student needs and career interests and preferences.

6. TUSD Curb Appeal Program

The TUSD Curb Appeal Program was implemented as a new and enhanced transition service during the 2016-2017 school year. This program provides enhanced vocational training in landscaping, building and playground safety inspection and maintenance. Students are trained in the proper use of landscaping equipment such as rakes, shovels, brooms, weeders, trimmers, and small tools. Students who participate in the TSW Curb Appeal are also trained on fall protection protocols for playground equipment and completion of safety inspections. The protocol is a required process in all TUSD elementary schools and in public parks for playgrounds designed for young children. Students use a safety check list that requires them to measure the depth of fall protection material, add additional materials in areas that are lacking and identify sharp edges or dangerous surfaces. The students then report their findings to the school's Office

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Transition from School to Work (TSW) SERVICE METHODOLOGY

Manager. Each school must be checked a minimum of three times per week. Currently, TSW Curb Appeal is working with two elementary schools. For the 2017-2018 school year the Curb Appeal Program will be expanded to include ACT, Cholla, Mary Meredith, Pueblo, Sahuaro and Tucson. Local service routes will be established for elementary schools within the neighborhoods of the participating high schools. Each day a small group of students, 2 to 3, under the direct supervision of the Transition Technician will spend up to 6 hours per day providing the services regardless of weather conditions. This program closely reflects the demands of the real working world in that the tasks are critically important to the safety of others, and must be correctly completed on a specified schedule regardless of weather or other interfering circumstances.

3.0 Describe how you will determine your program's effectiveness, include measurement of student progress and satisfaction with service provision.

TUSD's TSW will determine the program effectiveness by using three separate evaluative tools.

The first evaluative tool will assess the satisfaction of the students being served. The TSW Student Satisfaction Survey will use a Liker Scale for students to respond to their personal satisfaction with the TSW program. Satisfaction categories will include overall program satisfaction, instructional staff, career exploration, on and off campus work based learning, communication of post high school vocational opportunities. TSW students will complete the survey in the fourth quarter of each year. The results will be tabulated and distributed to TSW staff and VRCs. The survey results will also be used to identify and revise needed program improvements.

The second evaluative tool will address the level of knowledge each student has obtained by assessing their knowledge of:

- a. a job consistent with their interests, preferences, and strengths and readily available in the community:
- b. career related post high school training and education programs that will support their skill development: and
- c. awareness of their disability and how it impacts their work and the accommodations or strategies they can use to be successful and overcome barriers.

The TSW Outcome Survey will be administered to all participating students during the fourth quarter of the school year. The outcome data collected will provide instructional staff with the needed information to monitor and adjust the student's instruction and work based learning.

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Transition from School to Work (TSW) SERVICE METHODOLOGY

The third evaluative tool is the use of a Quarterly Site Supervisor Evaluation. This instrument uses a list of 11 soft skills for site supervisors to rate each student's performance on a 1 to 4 scale. The instrument will be used quarterly and one will be completed for each on and off campus work-based learning site. The results will be shared with the student and areas of success and improvement will be noted. Students will be able to track their scores over the school year. Copies of the evaluation results will be kept by the student in their portfolio.

4.0 Describe the specific kinds of work experience opportunities available to TSW students including the supports that will be provided to the students while working or volunteering. The work experience related instruction and adjustment services that will be provided, and your expectations/goals for skills to be developed.

The TUSD TSW program will provide, facilitate and support a variety of work experience opportunities to TSW students both on campus and within the community. Potential work based learning opportunities in the community will emphasize soft skill and technical skill development in the areas of early childhood education, industrial laundry, retail grocers, professional mosaic murals, commercial embroidery, retail sales, building maintenance, landscaping, animal caretaking and food preparation. TSW students will also have the opportunity of on-campus work experience in areas such as in the school cafeteria assisting with food preparation, digital copy center and administrative offices performing clerical, campus-wide paper recycling, paper shredding, laminating, copying, landscaping, and used clothing distribution.

The criteria for placement in TSW work experiences shall include a demonstrated desire on the students' part to be employed, successful on-going participation in the Career and Job Readiness Curriculum or a course in which transition skill development is emphasized, and a current IEP/IPE and transition plan that supports potential placement. Anticipated employment supports will include the development of a student vocational profile and student transition summary that includes the types of supports needed for optimal independence and success, on-going work performance evaluation, job coaching including task analysis of required on-site work skills, chaining of tasks, redirection as needed, and consistent communication with employers.

On and off campus work experiences will be developed by each high school.

ACT Program

The Advanced Community Training Program (ACT) is a two-year district-wide transition program for students with disabilities. Students who participate in the ACT program receive daily vocational instruction and participate in work based learning at community sites. ACT uses 15 different community sites for students to learn both soft and technical skills. The ACT program operates the Main Gate Collaborative Art Studio. The Studio is located in a very active commercial area in proximity to the Main Gate at the University of Arizona.

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Transition from School to Work (TSW) SERVICE METHODOLOGY

As noted in Section 2, part 4, page 5-6, the Studio will be used to house and operate machinery, tools and supplies necessary to provide students with a training experience within an integrated business environment. In collaboration with Ben's Bells and the Marshall Foundation, ACT TSW instructional staff will provide TSW students with work based experiences that can only be provided within this site. Three vocational training programs would all be located in integrated settings within the business community. The vocational programs would be:

1. Community Mosaic Mural Design and Installation;
2. Commercial Embroidery Machine Operation; and
3. Vocational Training in Retail Sales at Ben's Bells Gift Shop

The ACT program will use the studio to deliver vocational training to students within a community-based site. In collaboration with Ben's Bells, TSW students will learn how to create and install mosaic murals for customers in the community and how to operate commercial embroidery machines to produce Ben's Bells products with their trademarked embroidered logo. The Ben's Bells Retail Store is located in downtown Tucson.

Students placed at the store will learn and apply the full array of employment soft skills such as customer service, professionalism, teamwork, communication, problem solving, etc. while learning technical skills specific to the vocational task. In the case of the community murals, students learn how to layout a mural on a given site, use art studio equipment including a slab roller, electric kiln, pug-mill, glazes, a variety of application brushes, proper mixture of grouts and concrete to produce the hand built tiles used for mural installation. For the commercial embroidery machine, students will learn proper safety procedures, how to set up the embroidery template, attach stabilizer and refill thread feeds, control machine speed based on material and conduct trouble shooting and quality assurance steps. The Ben's Bells Retail Store will provide TSW students with the opportunity to become knowledgeable on product marketing, product displays, customer service, and proper protocols for handling cash and credit cards. The retail store is managed and supervised by Ben's Bells.

ACT students and staff will also partner with Drachman Montessori K-8 School and established an ecology program on the school's campus. This program will offer TSW students the opportunity to gain skills in landscaping, gardening, drip irrigation, water harvesting, animal care taking, composting and recycling. TSW students will be responsible for maintaining the composting table in the cafeteria where they instruct the elementary students in the correct process for composting, recycling and discarding food and trash left over from their lunches. TSW students will learn how to work in a production kitchen by preparing and distributing food items on the cook's line, and by washing dishes. Students will also develop a plan to install a "living roof" and a butterfly habitat. This project will require the TSW students to learn about the importance of pollination to blooming and fruit bearing plants/trees and to be able to explain the importance of it to the public and elementary school students.

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Transition from School to Work (TSW) SERVICE METHODOLOGY

In addition, the ACT students will participate in the TSW Curb Appeal Program. This program is new and will provide enhanced vocational training in landscaping, building and playground safety inspection and maintenance. Students will be trained in the proper use of landscaping equipment such as rakes, shovels, brooms, weeders, trimmers, and small tools.

Cholla

Cholla Magnet High School provides students with an International Baccalaureate Program with an emphasis in international and intercultural studies. The student body ethnic composition includes 76% Hispanic, 7% Native American, 13% Anglo, 3% African American, and 1% Asian. The socioeconomic composition breakdown reflects 75% of students eligible for free or reduced lunch. Currently, Cholla has 281 students with IEPs and is projected to be 300 students for the 2017-2018 school year. In addition, another 44 students are on a 504 plan. The Exceptional Education instructional staff at Cholla High Magnet School are dedicated to providing enhanced transition experiences both on and off campus.

The instructional team at Cholla Magnet will develop, expand and implement enhanced transition services to the students and families they serve. As part of the TSW enhanced transition services, Cholla instructional staff will develop and implement a digital copy center on campus. The digital copy center will provide students with work based experiences in office occupations tasks including customer service, operation of a state of the art printer, copier and scanner, receiving and delivering copy orders, scanning and uploading documents to online storage, binding, and delivery of finished products. In addition, students will distribute campus and district mail, collect recyclable materials campus wide, shred and properly disposal. The current indoor janitorial services will be expanded to the outside, by adding landscaping opportunities within the campus boundaries. Through TSW, enhanced transition services off campus work based opportunities will be developed and will include custodial and landscaping at the Fred Archer Neighborhood Center, computer repair, recycling at Project RISE and early childhood education at Brichta Elementary School. The Cholla students will participate in the TSW Curb Appeal program. The students will be responsible for the elementary schools within the Cholla High School neighborhood. Additional community work experiences may include Pima Animal Care Center, where the students will undergo training to walk and socialize the dogs, and greet people as they enter the facility. The JW Marriot Starr Pass Resort is in close proximity of Cholla High School and would be an ideal collaborator where students would have an opportunity to apply landscaping skills, develop event planning skills and culinary aptitude.

Mary Meredith K-12

Mary Meredith K-12 (MMK12) is a specialized school serving students with emotional disabilities. The students have been referred from their home school due to significant emotional and behavioral support needs. The school provides specialized curriculum and instructional support. As part of the specialized curriculum, students learn to recognize their emotional challenges to better understand and improve their interpersonal skills and behaviors. The entire Mary Meredith K-12 community values shared accomplishments, a culture that respects diversity and treats all students with dignity and

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

respect, and is dedicated to the process necessary to help each student reach their full potential. All students at Mary Meredith have Individualized Education Plans. Currently 89% of the students are on the free and reduced lunch program.

MMK12 will provide enhanced transition services by implementing a comprehensive vocational training curriculum such as the James Stanfield series. This curriculum will expand and enhance transition services by providing systematic instruction in Self-assessment, Disability Awareness, Postsecondary Training Options, Portfolio Development, and Life Skills. The curriculum will be used in conjunction with TSW students participating in both on and off campus work based experiences, job fairs, mock interviews and service to the community. On campus enhanced transition services would include career exploration and work experiences in job task such as bus helper, where students announce the arrival of specific busses; Mary Meredith Clothing Bank, where students will sort and categorized donated clothes operate a student run snack shack tied into the student honor point system; school van detailing requiring students to wash, vacuum and apply interior vinyl cleaners and conditioners; school library assistants shelving books according to assigned categories; school garden and green house that will grow annual flowering plants and vegetables for distribution to local non-profit organizations; landscaping campus including pruning trees, bushes, weed abatement, litter pick up and care of landscape art; maintenance of school's outdoor basketball courts which includes sweeping, graffiti abatement and painting of court boundaries; recycling at both the school campus and a service center within walking distance. Off-campus enhanced transition and work experiences will include sites such as Habitat for Humanity Habistore where students will do warehouse work of inventorying furniture, fixtures and tools, customer service, and loading and unloading purchased items; assigned tasks at the Old Adobe Farm includes cleaning up and feeding farm animals; conducting recycling services at Parks and Recreation administration offices; following a check list to assemble science kits at LIRC; preparing food boxes at the Southern Arizona Food Bank; recycling computer parts at World Care; early childhood education at Schumaker Elementary School; sorting and folding donated clothes at TUSD's Clothing Bank; and providing social engagement as Mentors at Sabino Canyon Nursing Home.

MMK12 will also enhance their community garden program by expanding the skills taught and curriculum adaptations to focus on TSW students and career outcomes. The installation of a greenhouse will provide TSW students the opportunity to learn the greenhouse job tasks of operating a plant nursery. This will include soil management, growth cycle of plants, watering schedules, irrigation, potting and pruning, and pest abatement. These skills are directly transferable to local nurseries and greenhouses.

Pueblo

Pueblo Magnet High School is a culturally diverse high school offering students a rigorous academic preparation in the field of communication arts, technology and dual languages. With more than 1,617 students enrolled, the ethnicity of the students is as follows: 89.8%-Hispanic, 4.3%-Native American, 3.0%-Anglo, 2.1%-African American, 0.3%-Asian/Pacific Islander and 0.5%-multi-racial. 75% of the student body qualify for free and reduced lunch.

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

Pueblo serves approximately 225 students with IEPs and 40 students who qualify for a 504 plan. The instructional staff at Pueblo recognizes the current transition services provided to students meets the intent of IDEA, but also feel the need to enhance and expand the transition services and provide students with new, improved and meaningful opportunities to achieve their career goals.

With the implementation of the TSW program, students would receive new enhanced transition services that include a comprehensive and systematic transition curriculum that will cover career assessments, disability awareness, self-determination, goal development, resume, cover letters, interviewing skills, mock interviews, employer interviews, career exploration and labor market research.

To provide enhanced and meaningful work experiences, the instructional staff at Pueblo will design and implemented a community clothing bank. A clothing bank existed in the past and was closed with staff changes. Under the direction of the TSW program, Pueblo's TSW Community Clothing Bank will serve students and the neighboring community. Two days a month the Banner Medical Center Mobile Health Unit comes to Pueblo's campus and offers free medical services to the local community. For many local residents this is the only chance they have to access medical care and learn about health care. The Clothing Bank would be open to the community members on the same days and work closely with the medical staff to support people by providing essential clothing.

TSW students will use the Clothing Bank for structured job training skills and will set up and run the clothing bank. Students will be responsible for sorting, laundering, repairing and displaying the donated items. They will learn basic sewing skills that can transfer into postsecondary employment and/or life skills for their own households. The clothing bank will be set up as a retail boutique shop with clothing racks, designated sections for gender/age clothing articles, a shoe section and a household linens area. Students will maintain the boutique and assist patrons. Students will keep it clean and organized, return clothes that have been left in the fitting room and use interpersonal skills to build relationships with the public. The clothing will not be sold and community members can select essential clothing based on their need. Students will have a weekly work schedule and will receive "payment" in the form of Pueblo Dollars they can use to purchase items from the store. Students will learn to use a state of the art cash register and will learn inventory management skills. The clothing bank will not charge patrons for the items they need, however, participating students will use a "price guide" to complete transactions after the patron has exited. Pueblo staff will also have Pueblo Dollars and will visit the clothing bank to make "purchases" providing the students with practice handling money and customer service. Students will be able to use the experience they gain in the clothing bank to develop their resumes and portfolios. Many of the community retail businesses are within walking distance for students or a short bus ride. As part of the enhanced transition services, instructional staff will build relationships with these local retail businesses to support students' postsecondary employment goals.

For off campus work experience opportunities, TSW students will have the opportunity to volunteer at the VA Hospital. The VA Hospital is large operation that will provide students the opportunity to work in an industrial laundry.

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

Sahuaro

Sahuaro is a large high school with approximately 1,668 students. Students come from very diverse socioeconomic backgrounds. The student body is composed of 44.8% Anglo, 40.4% Hispanic, 5.3 multi-racial, 2.8% Asian and 1% Native American. There are approximately 199 students who have IEPs and 86 who qualify for a 504 plan. 42% of the students qualify for free and reduced lunch.

Sahuaro has a long history of providing transition services to students with disabilities. The TSW program will provide the instructional staff the opportunity to enhance and expand the current transition services by providing students with increased vocational training opportunities, greater frequency and more direct enhanced transition instructional time.

TSW students at Sahuaro High School will use both on and off campus work based experience opportunities. Enhanced worked based experiences and training will occur in the Sahuaro Employment Center. The TSW instructional staff have developed and an on campus digital document center as part of their new and enhanced transition services. With the installation of a state of the art digital printer, copier, scanner, students are learning how to operate the machine to make copies, booklets, and complete orders for customers. As part of the work based experience, students learn how to use an industrial three-hole punch and comb binding, produce note pads, recycle paper, document shredding, and laminating. Students participate in the process and learn each step from taking work orders to delivery of the final products to teachers. This year the Sahuaro Employment Center will expand and enhance services by including the services of a digital large format poster printer and increased number of die cuts for custom letters. By expanding the large format printer and die cut services, students will be able to improve their job skills by learning more about graphics arts, digital imaging software and creating visually appealing posters and information boards for customers.

Other on-campus work experiences include assisting in the school cafeteria. Students are responsible for setting up the serving boats and portioning food. The students learn about safe food handling skills, portion control and working as a team. Off-campus work based experiences include students volunteering at a child care facility, Sunshine Preschool and Desert Fitness. At Sunshine Preschool students are responsible for assisting the teacher with instruction, assisting with snack and lunch time and reading to the students. At Desert Fitness student learn about the different types of equipment and assist with the cleaning and maintenance.

For the 2017-2018 school year, students from Sahuaro will enhance their current grounds keeping program by participating in TSW Curb Appeal. As stated earlier, the Curb Appeal program will provide students with the opportunity to learn skills in landscaping, building maintenance, and playground safety. Students with the support of TSW staff will work directly with elementary schools within the Sahuaro neighborhood.

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

Tucson High School

Tucson High School is the largest high school in TUSD with more than 326 students with disabilities. Economically, 56% of Tucson High students qualify for free and reduced lunch. The student body is composed of 74% Hispanic, 14% Anglo, 5% African American and 4% Native American.

Tucson has implemented an enhanced and expanded transition services program within the school cafeteria as an on-campus training site for students to learn both soft and technical skills. Students directly participate with food preparation and the sanitizing according to prescribed health standards. Students use scales and portion control equipment to allocate daily servings of the hot lunch served in the cafeteria. Students also fill condiment cups with a prescribe amount of sauces. Expanded services for the 2017-2018 school year will include the laundering of lab coats from the school's Science Department and the development of a digital copy center which includes a state of the art copy/print/scanner, industrial shredder and laminator.

Off-campus vocational training sites include the Food Conspiracy, Miles Elementary School and TUSD Clothing Bank. Students receive vocational training in a retail grocery store, the Food Conspiracy, where they learn how to prepare produce for display arrange products on the shelves and assist with the preparation of food items. Students have the opportunity to work with coworkers who do not have disabilities and engage the public. Students also receive enhanced transition services by volunteering on a weekly basis at Miles Elementary school. While at Miles, students assist in the elementary classrooms by helping students to learn to read, write, and complete their math assignments. Students must role model appropriate social engagement with the students, work within small groups and follow specific directions. Other opportunities include sanitizing the classroom instructional materials and bathrooms. In addition, students clean the patio areas and perform landscaping duties. Students learn proper tool use, work pacing and meet prescribed quality assurance standards.

Tucson High students will work within the community at TUSD's Clothing Bank. They are required to sort clothes by sizes, style and gender. Students hang the clothes and organize them for customers to easily access. Students must use public transportation to get to the TUSD Clothing Bank. Use of public transportation is an enhanced transition service that will assist the student to be successful when seeking employment.

Tucson High will also implement the Curb Appeal program. On a weekly basis TSW students will provide landscaping, building maintenance and playground safety inspection to localelementary schools.

While each of the individual TSW schools will develop unique training opportunities, every school will deliver a minimum of the six components that were noted above and will hold high expectations and goals for all TSW students regardless of disability. All activities of TUSD's TSW will be rigorous and reflect the level of expectations employers and the community have from all workers and participants, regardless of disability and barriers to employment.

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Transition from School to Work (TSW) SERVICE METHODOLOGY

It is expected that all TSW students will develop realistic occupational goals, based on aptitudes and interests, identification of needs, responsibilities and rewards related to involvement in the world of work, development of appropriate work habits and behaviors. Behaviors will include the ability to follow directions, safety guidelines and observe regulations, exhibition of good attendance and punctuality, willingness to accept supervision, redirection, the ability to work well individually and with others so as to meet demands for quality work as well as productivity standards. Also included are skills related to seeking, securing and maintaining long-term positive, meaningful employment. Such skill development is expected to be achieved through direct instruction in the Career and Job Readiness Curriculum courses as well as through work based learning, TUSD Curb Appeal Program, Main Gate Square Collaborative Art Studio, TSW mentoring, TSW job coaching, TSW vocational testing and advisement, TSW mailings, the School-Based Transition from School to Work Resource Center, collaborative meetings and communication with RSA-VR.

5.0 Describe how you plan to help the students be aware of their disabilities, the implications for work, and the adjustments and accommodations (exploration of Assistive Technology options) that will be necessary for them to work successfully.

The importance of students being aware of their disability and the impact on their work should not be minimized. The success of students achieving their postsecondary goals begins with students becoming self-determined. Students who are able to state their disability, how it impacts their work and what adaptations they need to be successful on the job will have a greater chance of being successfully employed. TUSD's TSW will include self-determination curriculum components that specifically address each student's learning, training, and skills on the job. To assist students to gain an insight to realistic postsecondary goals, all TSW students will be administered multiple transition assessments to assist them in determining their strengths, preferences, interests and potential career choices. This information will be incorporated into the TSW student's IEP and IPE, and transition process. As TSW students progress through the program, student-led IEPs will be encouraged.

Self-determination skills specifically taught through the Career and Job Readiness Curriculum will include, but are not be limited to the following:

1. student-led IEP;
2. disability awareness;
3. self-disclosure;
4. disability law;
5. understanding of accommodations at school and work;
6. personal safety;
7. post-secondary education and training;
8. specific job skills and soft skills;
9. housing and transportation options;
10. personal finance and financial assistance;

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

11. personal relationships;
12. leisure and recreation activities, personal and professional self-advocacy; and
13. awareness of community agencies.

Individualized and group instruction will be provided to TSW students in the above listed areas by both the Teacher Coordinators and Transition Technicians. All aspects of the curriculum will be reinforced in community settings and through interactions with community agencies. Instruction in the above stated skills will occur through a helping and guiding instructional relationship established by the Teacher Coordinator and the Transition Technician with each student involved in the TSW. Additionally, TSW students will receive instruction in self-advocacy skills as part of their general education curriculum in high school. Courses such as Government, Economics, Consumer Math, English, will include components of self-advocacy as part of the general education curriculum. Self-determination skills, especially those related to potential employment, are the primary focus of the course curricula and the primary instructional activity of the Career and Job Readiness Curriculum courses. Self-advocacy for needed accommodations will be developed through the use of the student-led IEP.

The goal of instruction in self-determination skills will be to assist TSW students in making realistic decisions about potential employment and the steps to be taken for this to occur. TSW students will receive direct instruction in occupational outlooks and will be assisted with the self-examination necessary to initiating pursuit of a realistic career goal.

A final component of disability and self-determination instruction provided through the TUSD's TSW program shall be that of assistive technology as it relates to successful employment. Depending on individual TSW student needs, a variety of assistive technology options will be explored. Technology options may include text readers, talking word processors, speech to text software, spell checkers and spelling dictionaries on computers, employing word processing programs, spell checking and grammar checking, digital recorders, portable word processing devices, iPads with apps that allow students to communicate their needs and present visual and audio information in a quick and efficient means.

6.0 Check the applicable categories of service that your curriculum will include.

Job exploration counseling

- Work based learning experiences
- Counseling on opportunities for post-secondary training
- Job readiness skills training to develop social and independent living skills
- Self-Advocacy training

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

7.0a. Explain how TSW staff time distribution and other expenditures funded under this agreement will be monitored (e.g. staff whose time is designated to district funded activities and enhanced TSW activities).

The TSW Transition Technicians assigned to the program will use Time Effort Logs that will document the amount of time they spend on TSW activities. The TSW staff will provide services to only TSW eligible students. A TSW student list by each high school will be maintained and distributed to the Teacher Coordinators and Transition Technicians on a regular basis to ensure only TSW students are being served. Formal and informal professional development will be conducted with other teachers, staff, and administrators at the participating high schools so others can better understand the TSW program, which students are eligible, and how services are being provided. The percentage of TSW staff time allocated to TSW enhanced services is listed in the budget, Attachment 1.

An annual TSW budget will be developed each year. The monitoring of funding for the TSW program will be supervised by TUSD Finance Department and will follow the procedures and guidelines as noted for the TSW program. TUSD Finance Department is experienced and capable in monitoring and implementing budgets for state and federal grants. All financial documentation will be retained and available upon request. Quarterly financial reports will be prepared and reported by the Finance Department.

7.0b. What mechanism will be used to track time spent providing enhanced services per position?

TSW Transition Technicians scheduled time is allocated based on the student and programmatic demands of the school site. All TSW personnel will sign a quarterly time and effort statement affirming their time spent providing services to students. The percentages of allocated time are listed in the budget, Attachment 1.

7.0c. How many Coordinators and at what percentage are designated to providing enhanced service provision during school year and summer program (if applicable)?

District wide, there will be a total of 11.4 (FTE's) Coordinators whose responsibilities will be to develop and implement the TSW curriculum, train and supervise the Transition Technicians, work collaboratively with RSANR VRCs, manage student data, participate in fiscal planning, communicate with students, families, community agencies, district administrators, and other tasks as listed in TSW Exhibit 3., Job Descriptions. The individual percentage of time is detailed in the budget, Attachment 1.

Attachment 2.

**Transition from School to Work (TSW)
SERVICE METHODOLOGY**

7.0d. How many Transition Technicians and what percentage are designated to providing enhanced service provision during school year and summer program (if applicable)?

During the school there will be a total of 23.6 (FTE's) Transition Technicians who will provide enhanced transition services in coordination with TSW Coordinators and TSW VRCs. The assigned tasks are as listed in the TSW Exhibit 3. Job Descriptions. The individual percentage of time is detailed in the budget, Attachment 1.

For the summer program, there will be a total of 10 (FTE) Transition Technicians who will provide new and enhanced transition services.

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

7.0e. Provide names of each campus (if applicable) and contact information.

1. Advanced Community Training

Maggie Gedebo
Maggie.Gedebo@tUSD1.org

2. Cholla Magnet High School

Jessica Guereña
Jessica.Guereña@tUSD1.org
2001 W. Starr Pass Blvd.

3. Mary Meredith K-12

Eddie Simental
Eduardo.Simental@tUSD1.org
755 N. Magnolia Ave.

4. Pueblo High School

Trevia Heath
Trevia.Heath@tUSD1.org
3500 S. 12th

5. Sahuaro High School

Beth Cullop
Elizabeth.Cullop@tUSD1.org
545 N. Camino Seco

6. Tucson Magnet High School

Katrina Ramos
Katrina.Ramos@tUSD1.org
400 N. 2nd Street

7.Of. Number of students you plan to serve and provide narrative justifying staff to student ratio proposed.

The goal for the 2017-2018 school year is to provide enhanced and expanded transition services to approximately 330 students district wide. The justification for the student staff ratio is as follows.

Diverse Student Population

The targeted population includes students from very diverse ethnic, cultural and socioeconomic living situations. The 6 schools serve a very high percentage of students who qualify for Free or Reduced Lunch (Cholla 73%, Mary Meredith 79%, Pueblo 75%, Sahuaro 42% and Tucson 56%). It has been the TSW staff's and RSA VRC's experience that students from very diverse ethnic, cultural and socioeconomic living situations have significant barriers to overcome such as limited or no transportation, family members working multiple jobs and unavailability to meet, and the need for information to translated to native language. These barriers require a significant amount of staff time to

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

facilitate and educate about the importance of enhanced transition services and facilitate the referral and regular student/family progress meetings.

Disability Groups Served

The identified student population for TSW for 2017-2018 is composed of only 32.6% of students with an educational label of Specific Learning Disabilities (SLD). While students with SLD labels regularly participate in enhanced transition services, they do not typically require additional repetitive instructional time, learning opportunities or significant amounts of staff developed adaptive instructional materials. The students identified for 2017-2018 referrals includes a large number of students with educational disability labels of mild, moderate and severe intellectual disabilities, autism spectrum disorders, multiple disabilities, multiple disabilities with severe sensory impairments, orthopedic impairments, other health impaired, visual and hearing impairments, and emotional disabilities.

Additional individualized and small group instruction is required, along with the development of diverse adapted instructional materials and more frequent opportunity to learn and practice enhanced transition skills within meaningful settings.

Individualized and Small Group Instruction

TSW students will be provided enhanced transition services through a comprehensive and systematic curriculum. This curriculum will require the student to take skills learned in the classroom and apply them within school and community work based experiences. To successfully provide the enhanced transition instruction, TSW Coordinators and Transition Technicians must be able to schedule both individualized and small group instruction work experiences. Based on the learning styles of the students being served, small group and individualized instruction and support on a weekly basis requires additional staff.

Geographically Large Service Area

Tucson Unified School District is the largest school district in southern Arizona occupying approximately 229 square miles and is the second largest in the state of Arizona. Of the 14 high schools, 6 will participate in TSW for the 2017-2018 school year. Geographically, the 6 high schools are located in the far east, far west, far south and central neighborhoods. The geographic diversity requires additional staff time to support students to be able to come and go from within the community such as bus training, work experiences, job shadowing, employer interviews, learning, and learning safe pedestrian skills.

In addition, the TSW instructional staff have experienced a high need to work closely with both the student and family to ensure they understand the importance enhanced transition services, the need to be timely with the paperwork and attend all meetings. To accomplish this, TSW staff make home visits and schedule to meet with families before and after typical working hours.

Attachment 2.

**Transition from School to Work (TSW)
SERVICE METHODOLOGY**

7.0h. Do you plan to have a summer program? If yes, how many students will you serve?

For the 2017-2018 school year, a pilot summer program will be developed and implemented during the month of June. Given it is a pilot program the number of students will be limited to approximately 70 and operate out of the participating TSW high schools. During the regular school year it can be a challenge to schedule large blocks of time to work with students on specific enhanced transition services such as job exploration, job readiness skills, job shadowing, and self-advocacy training. A summer program would provide the TSW instructional staff with designated blocks of time to work individually and in small groups with students to specifically address transition needs. In addition, TSW staff will continue to work with the VRCs to facilitate referrals, student/family meetings and collect and report student outcome data.

Transition from School to Work
BUDGET

School District:

••• El ciget Period:

•• Contract Number:

I. PERSONNNEL EXPENSES

1.1 Salaries and Wages

	Position Title	Annual Salary	Basis No. Mnths	Bdgt No. Mnths	BASE TSW SALARY	TSW % of Time	TSW COST
1.1a	Coordinator						
1.1b	Coordinator						
1.1c	Transition Specialist #1						
1.1d	Transition Specialist #2						
1.1e	Transition Specialist #3						
1.1f	Transition Specialist #4						
					\$0		\$0

1.2 EMPLOYEE RELATED EXPENSES (ERE)

TSW Cost.

	ITEM	ERE Rate:	Fixed	TSW COST
1.2a	ERE, Coordinator			
1.2b	ERE, Coordinator	0.00%		\$0
1.2c	ERE, Transition Spec 1	0.00%		\$0
1.2d	ERE, Transition Spec 2	0.00%		\$0
1.2e	ERE, Transition Spec 3	0.00%		\$0
1.2f	ERE, Transition Spec 4	0.00%		\$0

	Amt / Employee:	No Empl	Ttl Other ERE	TSW COST
1.2aa	Other ERE Benefits \$0			
TOTAL ERE				\$0

2. OTHER EXPENSES

	ITEM	BASIS	TSW COST
2.1	Materials/Supplies	See Attachment 1b	\$0
2.2	Local Travel	See Attachment 1c	\$0
2.3	Training	See Attachment 1c	\$0
2.4	Other Expenses	See Attachment 1c	\$0
TOTAL OTHER EXPENSES			\$0

3. CAPITAL EQUIPMENT EXPENSES

BASIS

See Attachment 1d

	Capital Equipment	TOTAL COST	TOTAL TAX	TSW COST
TOTAL CAPITAL EQUIPMENT		\$ -	\$ -	\$0

4. TOTAL BUDGET (1 + 2 + 3)

\$0

FUNDING CONTRIBUTION

42.60% PERCENT OF TOTAL BUDGET

\$0

BUDGET INSTRUCTIONS

To complete the Budget form, follow the instructions below. All expenses included in the Budget shall be justifiable, reasonable and necessary for the provision of TSW services to the Students under this Agreement.

1. PERSONNEL EXPENSES (Budget Category)

Personnel Expenses include salaries/wages and fringe benefits for the Coordinator and the Transition Technician (s) positions. Only the amount of a Coordinator's or a Transition Technician's time spent for the provision of enhanced TSW services for Students defined under this Agreement will be paid through the Budget.

1.1 Coordinator Salary

"Annual Salary": Enter the Coordinator's salary (based on the staffs contract with the School) for the year;

"Basis No. Months": Enter the number of months on which the salary is based (if applicable).

"Bdgt No. Mnths": Enter the number of months of the Coordinator's time allocated to the TSW program. For example, a teacher's salary may be based on ten months, but may work all 12 with the transition students. In this case, the Coordinator may be paid for the extra weeks or months based on their annual salary. The spreadsheet will calculate this automatically. If the Coordinator works the same number of months as the basis of their salary, the two columns should have the same number. You may wish to indicate that the extra weeks or months are paid separately from the basis months or at a different percentage or salary. In this case, create an extra line for the extra time.

"BASE SALARY": This is an automatically calculated field that shows the actual amount projected for the Coordinator over the period.

"TSW % of Time": This is the actual percentage of the Coordinator's time allocated to the service provision of TSW services to the Students defined under this Agreement. A coordinator employed full-time for TSW services would be 100%.

"TSW COST": This is an automatically calculated field that shows the portion of the cost allocated to the provision of TSW services to the Students defined under this Agreement.

1.2 Transition Technician Wages

Space for four Transition Technicians have been provided; you may add lines for costs of additional Transition Technicians to the spreadsheet if necessary.

There are two ways to enter the salary for the Transition Technician(s):

1. Similarly to the TSW Coordinator, enter the Salary, the Basis No. Months, the Bdgt No. Mnths and the TSW % of time, or
2. Calculate the wages per hour, the hours per week, and the number of weeks the Specialist(s) will work. Enter the total(s) under "TSW COST" and leave the other columns blank.

1.3 Employee-Related Expenses (ERE)

The figure is calculated by the spreadsheet based upon the percentage(s) entered. You may enter one overall rate, in the space to the right of the "ERE Rate:" label (it will be duplicated in the cells below), or a separate percentage for each employee.

In some School Districts a fixed rate (amount) is paid by each employee for Medical or other benefits. Entering this amount in the "Amt/Employee" cell of the 1.2 line will multiply the number of employees and the "TSW %age of Time" total (i.e., the total FTEs dedicated to the TSW) by this amount.

2. OTHER EXPENSES - (Budget Category)

These costs are those not associated with the salary and ERE of the Coordinator or the Transition Technician (s). Enter the source upon which the total is based or calculated in the "Basis" cells. These costs may include:

2.1 The cost of the materials and supplies to support TSW services,

The "Basis" for these expenditures will most often be an itemized list, which shall be included as "Materials and Supplies Expenses" (Attachment 1b);

Transition from School to Work (TSW)
SERVICE METHODOLOGY

SCHOOL DISTRICT:**Contract ID Number:** tbd

Each participating high school within the School District may develop its own unique TSW design, within the parameters of this Agreement. The project description should be in a format that clearly explains services to be provided by each school. It should contain all of the elements described below. This Service Methodology is an integral part of this Agreement.

- 1.0 Describe the transition services/ activities your school(s) or district currently provides to meet the IDEA mandate without ADES/RSA funding.

- 2.0 Describe the TSW services using VR funding that are, or will be, new and not the customary or typical services provided by the school. If a similar service currently exists, describe how it has been or will be modified, adapted, expanded or reconfigured to have a vocational focus and to meet the unique needs of students with disabilities. Be specific to each campus if applicable.

- 3.0 Describe how you will determine your program's effectiveness, include measurement of student progress and satisfaction with service provision.

- 4.0 Describe the specific kinds of work experience opportunities available to TSW students including the supports that will be provided to the students while working or volunteering. The work experience related instruction and adjustment services that will be provided, and your expectations/goals for skills to be developed.

- 5.0 Describe how you plan to help the students be aware of their disabilities, the implications for work, and the adjustments and accommodations (exploration of Assistive Technology options) that will be necessary for them to work successfully.

- 6.0 Check the applicable categories of service that your curriculum will include.
 - Job exploration counseling
 - Work based learning experiences
 - Counseling on opportunities for post-secondary training
 - Job readiness skills training to develop social and independent living skills
 - Self-Advocacy training

- 7.0
 - a. Explain how TSW staff time distribution and other expenditures funded under this agreement will be monitored (e.g. staff whose time is designated to district funded activities and enhanced TSW activities).
 - b. What mechanism will be used to track time spent providing enhanced services per position?
 - c. How many Coordinators and at what percentage are designated to providing enhanced service provision during school year and summer program (if applicable)?
 - d. How many Transition Technicians and what percentage are designated to providing enhanced service provision during school year and summer program (if applicable)?
 - e. Provide names of each campus (if applicable) and contact information.
 - f. Number of students you plan to serve and provide narrative justifying staff to student ratio proposed.

Transition from School to Work (TSW)
SERVICE METHODOLOGY

h. Do you plan to have a summer program? If yes, how many students will you serve?

Transition from School to Work
DEFINITIONS

1.0 DEFINITIONS RELATED TO TSW PROGRAM ADMINISTRATION

- 1.1 Funding Contribution:** Match amount of non-federal dollars that is used to draw down federal basic support dollars.
- 1.2 Federal Basic Support Dollars:** Title I grant dollars from the Federal Rehabilitation Services Administration that is used to carry out the provisions of the Vocational Rehabilitation program.
- 1.3 Program Income** as defined 34 CFR 80.25 (b) Definition of program income. Program income means gross income received by the grantee or subgrantee directly generated by a grant supported activity, or earned only as a result of the grant agreement during the grant period. "During the grant period" is the time between the effective date of the award and the ending date of the award reflected in the final financial report.
- 1.4 Third-party cooperative arrangements** involving funds from other public agencies as stated in 34 CFR 361.28:
- (a) If the designated State unit enters into a third-party cooperative arrangement for providing or administering vocational rehabilitation services with another State agency or a local public agency that is furnishing part or all of the non-Federal share, the State plan must assure that
 - (1) The services provided by the cooperating agency are not the customary or typical services provided by that agency but are new services that have a vocational rehabilitation focus or existing services that have been modified, adapted, expanded, or reconfigured to have a vocational rehabilitation focus;
 - (2) The services provided by the cooperating agency are only available to applicants for, or recipients of, services from the designated State unit;
 - (3) Program expenditures and staff providing services under the cooperative arrangement are under the administrative supervision of the designated State unit; and
 - (4) All State plan requirements, including a State's order of selection, will apply to all services provided under the cooperative program.
 - (b) If a third party cooperative agreement does not comply with the statewideness requirement in Sec. 361.25, the State unit shall obtain a waiver of statewideness, in accordance with Sec. 361.26.

(Authority: Sec. 101(a)(1)(A) of the Act; 29 U.S.C. 721(a)(1)(A))

2.0 DEFINITIONS RELATED TO TSW SERVICE PROVISION

- 2.1 Career Exploration** services consist of exposure to essential facets of the workplace and information concerning various career areas. This service is designed to increase a client's informed choice and career decision-making abilities, enabling him/her to select a vocational goal commensurate with his/her abilities, capabilities, and interests. This service assists clients in researching various career fields, qualifications and skill requirements for various jobs for which the client is interested, and job outlook and current employment opportunities with local employers throughout the State of Arizona. These services may include, but are not limited to, the following:
- 1. Assistance with organizing the client's career exploration processes and activities to assist him/her in developing effective career exploration skills;
 - 2. Introduction and orientation to the world of work, to include the meaning, value and demands of work; effective stress management conflict resolution in the work place; and other work-related requirements;
 - 3. Development of self-assessment and exploration skills for the purpose of gaining an

Transition from School to Work
DEFINITIONS

increased awareness and understanding of the client's abilities, interests, values, and needs;

4. Guidance through the available employment networks, navigating through the One Stop Centers and their resources and/or utilizing other community resources;
5. Provision of information about various industries and occupations; and assistance to the client in understanding the difference between occupations, industries, and work options;
6. Identification of three (3) possible careers suitable to the client's personal factors, for which the research shall be conducted;
7. Assistance with exploring those industries and occupations for which the client expresses interest through:
 1. Finding and reviewing occupational trends and wages, job responsibilities, education and training requirements, job outlook and other relevant information;
 2. Watching career videos;
 3. Researching employers through available resources, setting and conducting informational interviews with various companies, job shadowing and other applicable methods to learn more about the company, its industry, or the occupation(s) available;
 4. Maximizing the client's decision-making power by comparing and contrasting specific companies;
 5. Exploring and arranging internships and work-based training;
 6. Monitoring progress in the internship/volunteer work experience setting, etc.

2.2 Confidential setting: a functional and ADA accessible workspace with 1 table and two chairs set apart from general use area that assures the preservation of client privacy. Maintaining client privacy is central to a counseling relationship in harmony with ethical principles under the Commission on Rehabilitation Counselor Certification.

2.3 Independent Living Skills Development services include practical life skills education, guidance, or training in the activities of daily living. These services may include, but are not limited to, instruction in:

1. Personal appearance, hygiene and grooming;
2. Learning to organize and dress for school or work (selection of appropriate attire);
3. Personal safety;
4. Personal management of medication(s);
5. Use of simple (low-technology) adaptive aids and devices;
6. Appropriate use of personal care attendants;
7. Appropriate interpersonal skills necessary for successful integration into the community;
8. Financial planning, money management and budgeting, etc.
9. Meal planning and nutrition.

2.4 Job Readiness. This group of services assists clients to explore their employment options and to achieve employment readiness skills. These are stand-alone training opportunities which are not part of a larger job placement effort for which Employment Services are designed.

2.5 Orientation and Adjustment to Disability services include a comprehensive and integrated set of instructions, mentoring and other services designed to provide individuals with disabilities with confidence, interpersonal and disability-specific skills, and a positive attitude toward disability that is needed for their achievement of competitive employment, community integration, and/or independence. It is anticipated that the provision of these services will assist individuals in adjusting to living and working with a disability, enhancing the likelihood of achieving long-term success in employment and independent living. These services may include, but are not limited to, the following:

1. Addressing various aspects of the client's disability and the impact of the disability on independent living and work;
2. Development of adequate social functioning in clients who are experiencing personal and interpersonal problems, whether pertaining to temporary situational stress or a disabling condition;

Transition from School to Work

DEFINITIONS

3. Guidance in social functioning and development of personal and social skills which can help a client cope more effectively with disability and/or life situations and their stresses;
4. Assistance in developing self-help skills through the client's own self-directed adjustment and acceptance of their disability (ies), increased self-confidence, increased independence and independent problem solving, changed attitudes, broadened perspectives of available alternatives, increased communication skills, examination of goals and values, etc.
5. Training and support in self-advocacy to encourage clients to advocate for themselves in order to obtain the services and personal rights. Assistance may take the form of training in specific skills, providing encouragement and motivation to those needing it, or providing information and resources to clients;
6. Guidance and assistance in developing natural supports in the community;
7. Instruction in personal habits, responsibility and productive decision making;
8. Referral to and instruction in utilization of disability-related services available in the community (e.g., Arizona Long Term Care, Arizona Health Care Containment Cost System, Arizona Department of Behavioral Health Services, etc.).

2.6 Orientation and Mobility Training services empower a client to safely navigate through one or more identified environments. These services may include, but are not limited to, the following:

1. Safe transfer and travel techniques;
2. Instruction in how to follow directions in order to reach a specific location;
3. Safe navigation of streets techniques;
4. Communication skills and strategies for contact with the public;
5. Use of public transportation and knowledge of routes and Stops;
6. Use of the telephone for information and emergency procedures.

2.7 Supported Education services are instructional activities that prepare a client for the education or training necessary to successfully achieve employment in their chosen field as outlined in the client's service plan. These services may include, but are not limited to, the following:

1. Identifying education and/or training requirements for the client's selected vocational goal;
2. Utilizing educational resources for locating appropriate educational and/or training programs and assistance to the client in selecting the program that is the most suitable for the client;
3. Identifying educational costs, exploring and finding financial aid resources and options to pay for the selected educational/training program and applying for financial aid (e.g., Pell Grant, private grants, etc.);
4. Assisting the client in registering for the selected educational/vocational training programs, to include:
 1. orientation to the school campus and school services, and
 2. introduction to the Disability Services Resource (DSR) centers on campus and coordination of disability related accommodation services and any needed special services.

2.8 Vulnerable adult means an individual who is eighteen years of age or older who is unable to protect himself from abuse, neglect or exploitation by others because of a physical or mental impairment.

2.9 Work Adjustment Training services are used for VR clients with significant disabilities who require extensive services to prepare for competitive employment in the community such as: acclimatization to the world of work through time-limited trial work experience, training in the meaning and impact of work on disability and on benefits, job customization and other job accommodations.

Transition from School to Work
STUDENT PROGRESS REPORT

Student Name:	Quarter: 01 - <input type="checkbox"/> 2 - <input type="checkbox"/> 3 - <input type="checkbox"/> 4
School District and High School:	VR Counselor:
Completed By:	Date:

1. Check all services the student received during the current reporting period.

<input type="checkbox"/> Career Exploration	<input type="checkbox"/>	Job-readiness Skills	<input type="checkbox"/>	Assessments
<input type="checkbox"/> Disability Awareness	<input type="checkbox"/>	Independent Living Skills	<input type="checkbox"/>	Other

2. Check all corresponding activities the student participated in during the current reporting period.

<input type="checkbox"/> Tour	<input type="checkbox"/>	Informational Interview	<input type="checkbox"/>	Work Experience
<input type="checkbox"/> Community Service	<input type="checkbox"/>	Speaker	<input type="checkbox"/>	Job Shadow
<input type="checkbox"/> Mock Interview	<input type="checkbox"/>	Internship	<input type="checkbox"/>	School Tour
<input type="checkbox"/> Post-secondary Education Exploration	<input type="checkbox"/>	Vocational Training Exploration	<input type="checkbox"/>	Other

3. Provide a summary of the activities completed by the student during the current reporting period. (What, When, Where)

4. Check all services the student is expected to receive during the next reporting period.

<input type="checkbox"/> Career Exploration	<input type="checkbox"/>	Job-readiness Skills	<input type="checkbox"/>	Assessments
<input type="checkbox"/> Disability Awareness	<input type="checkbox"/>	Independent Living Skills	<input type="checkbox"/>	Other

5. Check all corresponding activities the student is expected to participate in the next reporting period.

<input type="checkbox"/> Tour	<input type="checkbox"/>	Informational Interview	<input type="checkbox"/>	Work Experience
<input type="checkbox"/> Community Service	<input type="checkbox"/>	Speaker	<input type="checkbox"/>	Job Shadow
<input type="checkbox"/> Mock Interview	<input type="checkbox"/>	Internship	<input type="checkbox"/>	School Tour
<input type="checkbox"/> Post-secondary Education Exploration	<input type="checkbox"/>	Vocational Training Exploration	<input type="checkbox"/>	Other

Transition from School to Work
STUDENT PROGRESS REPORT

To complete the Student Service Plan please follow the instructions below. All sections must be completed in order to comply with contract requirements.

Information block:

- i. Student Name: Enter the student's first and last name.
- ii. The reporting quarter dates are;
 - 1st Quarter - July 1 through September 30;
 - 2nd Quarter - October 1 through December 31;
 - 3rd Quarter - January 1 through March 31;
 - 4th Quarter - April 1 through June 30;
 Check the appropriate reporting quarter.
- iii. School District and High School: Enter the name of the school district and the name of the high school the student attends.
- iv. VR Counselor: Enter the name of the student's VR Counselor.
- v. Completed by: Enter the name of the individual who completed the Student Service Plan.
- vi. Date: Enter the date the Student Service Plan was created or updated.

1. Student Services-Current Quarter

This block contains services for student participation in the TSW program. The services listed are the most common to TSW participation; however, other services might include self-advocacy, transition of medical/behavioral health care, or resource awareness. The Service Methodology for the school's TSW contract may list other common services for student participation. Check the box for the appropriate services for the reporting quarter.

2. Student Activities-Current Quarter

This block contains activities that correspond to the services in Block 1. The activities listed are the most common to the services listed, however other activity topics might include self-determination skills, assistive technology, interpersonal relationships, benefits planning, money management, etc. The Service Methodology for the school's TSW contract may list other common activities for student participation. Check the box for the activities the student completed that correspond to the services marked in Block 1 for the reporting quarter marked in the Information Block.

3. Summary of Services

Options for completion of this section: a) input the information into the box, including the date the service/activity was completed and a description of the activity; orb) attach legible documentation to the form and enter "See Attached" in the box.

4. Student Services-Next Quarter

Check the box for the services the student is expected to work on in the next reporting period.

5. Student Activities-Next Quarter

Check the box for the corresponding activities the student is expected to complete in the next reporting period.

Transition from School to Work (TSW)

It

JOB DESCRIPTIONS

COORDINATOR (Certified Teacher)

- Develop the TSW curriculum and lesson plans used for the service provision.
- Teach the TSW curriculum or supervise the teaching of the curriculum by the Transition Technician.
- Work collaboratively with the school district Personnel Department in hiring, supervising, and evaluating the Transition Technician(s).
- Serve as school district liaison to ADES/RSA and the Arizona Department of Education (ADE).
- Maintain a log of all activities and time spent on the TSW.
- Participate in fiscal planning and management activities associated with interfacing TSW with school budgets.
- Participate in the writing of continuation applications for funding the TSW.
- Communicate regularly with school district administrators and individual school administration(s) concerning the status of the TSW.

Transition Technician (this can be a certified teacher or para-professional staff)

- Establish a public relations and marketing scheme that educates administrators, teachers, parents and students to the TSW.
- Coordinate activities associated with the recruitment and identification of potential TSW students.
- Collaborate with the TSW team on procedures necessary for determining student eligibility.
- Assist the TSW team and the students in initial transition planning for eligible students.
- Orchestrate transition planning with students, TSW staff, parents, school district personnel, related support services, and appropriate adult services.
- Identify needs for school- and community-based instructional programs in vocational, independent living, and personal/social content areas that compliment the student's job training goals.
- Identify and analyze local community job sites to develop a variety of appropriate training options for participating students.
- Implement a system for follow-up of any TSW students/clients that are no longer receiving services through the TSW, or whose file may be closed by VR.
- Assume a leadership role in the planning and documentation of all TSW team activities.
- Attend all training seminars offered by RSA and ADE regarding TSW procedures and practices.
- Assume responsibility for the marketing and public relations associated with TSW in the community.
- Network with school and community personnel providing employment and transition services similar to the TSW.
- Establish procedures that ensure effective case management of TSW students.
- Implement record-keeping procedures that ensure proper documentation of TSW activities, and that demonstrate collaboration between VR and the School.
- Help evaluate the effectiveness of the program from the perspectives of relevant stakeholders, including students, parents, employers, schools and rehabilitation counselors.
- Participate in activities related to the recruitment of potential students.
- Assist the TSW team by gathering Student documents necessary for determining VR eligibility of Student applicants.
- Assist students in acquiring necessary mobility/transportation to keep appointments.
- Under the supervision of the Coordinator(s), implement a system for disseminating TSW information to potential employers.
- Analyze work sites and match TSW students with those that are deemed appropriate by the Coordinator and VR Counselor.

Transition from School to Work (TSW)

JOB DESCRIPTIONS

- Maintain and update a system for tracking employers that have ever been active with the TSW.
- Provide structured training at community job sites consistent with each student's targeted vocational goals.
- Provide follow-up support to students.
- Collect data as necessary to document students' progress on the job.
- Maintain an accurate case file for each TSW student.
- Participate in all team meetings.
- Gather and organize information that is useful for transition planning.
- When appropriate, attend transition planning meetings with eligible students.
- Provide support to TSW students as deemed necessary by the team.
- Assist with teaching the TSW curriculum as directed by the TSW Coordinator.
- Provide one-to-one assistance to students in the delivery of instruction for vocational, independent living, and personal/social content areas.
- Attend all training seminars offered by VR and/or ADE regarding TSW procedures and practices.
- Maintain a log of all activities and time spent on the TSW.

INVOICE

School District:
 Billing Period:
 Contract Number:

1. PERSONNEL EXPENSES

1.1 Salaries and Wages

<u>Position Title</u>	<u>Salary</u>	<u>Invoice Amount</u>
1.1a Teacher/Coordinator		
1.1.b Teacher/Coordinator		
1.1c Transition Specialist #1		
1.1d Transition Specialist #2		
1.1e Transition Specialist #3		
1.1f Transition Specialist #4		
TOTALSALARY	\$0.00	\$0.00

1.2 EMPLOYEE RELATED EXPENSES (ERE)

<u>ITEM</u>	<u>ERE</u>	<u>Invoice Amount</u>
1.2a ERE, Teacher/ Coordinator		
1.2b ERE, Teacher/Coordinator		
1.2c ERE, Transition Spec# 1		
1.2d ERE, Transition Spec# 2		
1.2e ERE, Transition Spec # 3		
1.2f ERE, Transition Spec# 4		
1.2g Other ERE Benefits		
TOTAL ERE	\$0.00	\$0.00

2. OTHER EXPENSES

<u>ITEM</u>	<u>Invoice Amount</u>
2.1 Materials/Supplies	
2.2 Local Travel	
2.3 TSW Training	
2.4 Other Expenses	
TOTAL OTHER EXPENS.ES'	0.00

3. CAPITAL EQUIPMENT EXPENSES

	<u>Invoice Amount</u>
TOTAL CAPITAL EQUIPMENT	
A. GROSS TSW BUDGET (1 + 2 + 3)	\$
B. PROGRAM INCOME	
C. INVOICE TOTAL	\$

*Attach Payroll verification

** Attach supporting documents (receipts) for Other Expenses and Equipment Expenses

***Attach explanation for costs defrayed by program income if applicable

--Label in top left corner each receipt with the corresponding line item (2.1-2.4) from the budget also label receipts with"

I hereby certify that the above expenses were paid for the reported billing period.

Preparer's Name:

Signature:

Date: _____

Phone Number:

Transition from School to Work

EQUIPMENT REPORT

EQUIPMENT DISPOSITION

Reporting Period: _____, ____ To _____, ____ (enter month, day and year)

Description of Equipment	Manufacturers serial number or model number	Date of RSA written approval	Disposition Date	Fair market value	Sales Price	Value at which RSA will be compensated
Total for this Period						

This report shall be submitted with every billing period in which equipment was purchased and annually within 15 calendar days after the end of a contract year to include a cumulative listing of all equipment purchased or disposed up to date.

I hereby certify that the equipment listed above was used for ADES/RSA clients proportionate to the percentage of the cost charged to ADES/RSA funding for the purchase of the equipment.

Preparers Name and Signature -----

Transition from School to Work

EQUIPMENT REPORT

EQUIPMENT INSTRUCTIONS

1.0 Use

1. Equipment shall be used by the Contractor in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by Federal funds. When no longer needed for the original program or project, the equipment may be used in other activities currently or previously supported by **a Federal agency**.
2. The Contractor shall also make equipment available for use on other projects or programs currently or previously supported by the Federal Government, providing such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use shall be given to other programs or projects supported by ADES/RSA. User fees should be considered if appropriate.
3. The Contractor shall not use equipment acquired with grant funds to earn program income by providing services for a fee to compete unfairly with private companies that provide equivalent services, unless specifically permitted or contemplated by Federal statute.
4. When acquiring replacement equipment, the Contractor may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of ADES/RSA.

2.0 Management

1. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, as a minimum, meet the following requirements:
 1. Property records must be maintained that include a description of the property, a serial number or other identification number, the source of property, who holds title, the acquisition date, and cost of the property, percentage of Federal participation in the cost of the property, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
 2. A physical inventory of the property shall be taken and the results reconciled with the property records at least once every two years.
 3. A control system shall be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated.
 3. Adequate maintenance procedures shall be developed to keep the property in good condition.
 4. If the Contractor is authorized or required to sell equipment, proper sales procedures must be established to ensure the highest possible return.

3.0 Disposition

1. The Contractor shall not dispose of any equipment purchased under this agreement without the prior written consent of the ADES/RSA during and after the contract term. Such consent, if given, may include direction as to the means of disposition and the utilization of proceeds, including any necessary adjustments to the agreement.
2. When original or replacement equipment acquired under this contract is no longer needed for the original project or program or for other activities currently or previously supported by federal funds, disposition of the equipment will be made as follows:
 1. Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to ADES/RSA.
 2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by ADES/RSA's share of the equipment.

**REQUEST FOR SEARCH OF CENTRAL REGISTRY
 FOR BACKGROUND CHECK**

This document and any files transmitted with it are confidential and intended solely for the use of the individual or entity to which they are addressed. If you have received this information in error, please notify the sender and destroy the information. The information contained in the Arizona Department of Child Safety (ADCS), CHILDS Central Registry and any attached files shall be used as a factor to determine qualifications for individuals applying for contracts with this state, including employees of the prospective contractor, contractors, and subcontractors for positions that provide direct services to children or vulnerable adults. **The information contained in the Central Registry for Background Check and any attached files is confidential and shall not be further disseminated or shared.**

PLEASE FILL OUT THE INFORMATION BELOW. All fields must be completed, accurately and legibly.

Offeror, Contractor, or Subcontractor Name (Print/Type)

Solicitation or Contract Number:

Check One:

New Contract

Tracking Number (You must provide your unique tracking number. This number will be used to identify and track this document and the individuals linked to it.):

Contract Extension

New employee hire

Phone Number

Email Address

Mailing Address

Name of Person Authorized to Submit Request (Print/Type)

Requester's Signature

Date of Request

DERS Program

Contract Unit Contact Person

Rehabilitation Services Administration

SUBMIT YOUR COMPLETED CENTRAL REGISTRY REQUEST THROUGH ONE OF THE FOLLOWING METHODS:

Fax to: DERS CENTRAL REGISTRY REQUEST (602) 542-8436

Email [secure] to DERSCentralRegistryChecks@azdes.gov

RESULTS of this check will be:

1. EMAILED to the address above indicating that one or more individuals on the request was (were) unable to be processed with the information provided; or
2. EMAILED to the address above if all names are cleared; or
3. EMAILED to the address above with information on individuals who are found to have a substantiated finding of child abuse or neglect on the Central Registry; and
4. MAILED to the individual who is found to have a substantiated finding on the Central Registry that disqualifies him/her from providing direct services to children or vulnerable adult clients of ADES.

Internal Use Only:

For Solicitations Only: DES Designated Staff (Office of Procurement):

For Contracts: Notify DES Designated-Staff (Program): RSAContractsUnit@AZDES.gov

Equal Opportunity Employer/Program • Under 11 titles VI and VII of the Civil Rights Act of 1964 (title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation. To request this document in alternative format or for further information about this policy, contact your local office; TTY/TDD Services: 7-1-1. • Free language assistance for DES services is available upon request. Ayuda gratuita con traducciones relacionadas con los servicios de DES esta disponible a solicitud del cliente.

REQUEST FOR SEARCH OF CENTRAL REGISTRY FOR BACKGROUND CHECK

(All fields must be completed, accurately and legibly.)

INDIVIDUAL'S INFORMATION	
NAME	ALIAS [Previously used name(s)]
SOC. SEC. NO.	DATE OF BIRTH
ADDRESS (No., Street City, State, ZIP Code)	
DES – INTERNAL USE ONLY (Search results)	
Reports: <input checked="" type="checkbox"/> Yes	Number: [See attached document(s)] <input checked="" type="checkbox"/> No Date of Search:
NAME OF PERSON COMPLETING SEARCH	SIGNATURE

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DES – INTERNAL USE ONLY (Se [REDACTED])	
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Reports: <input checked="" type="checkbox"/> Yes	Number: [See attached document(s)] <input checked="" type="checkbox"/> No
Date of Search:	
NAME OF PERSON COMPLETING SEARCH	SIGNATURE

INDIVIDUAL'S INFORMATION	
NAME	ALIAS [Previously used name(s)]
SOC. SEC. NO.	DATE OF BIRTH
ADDRESS (No., Street, City, State, ZIP Code)	
DES – INTERNAL USE ONLY (Search results)	
Reports: <input checked="" type="checkbox"/> Yes	Number: [See attached document(s)] <input checked="" type="checkbox"/> No
Date of Search:	
NAME OF PERSON COMPLETING SEARCH	SIGNATURE

INDIVIDUAL'S INFORMATION	
NAME	ALIAS [Previously used name(s)]
SOC. SEC. NO.	DATE OF BIRTH
ADDRESS (No., Street, City, State, ZIP Code)	

DES – INTERNAL USE ONLY (Search results)	
Reports: <input checked="" type="checkbox"/> Yes	Number: [See attached document(s)] <input checked="" type="checkbox"/> No
Date of Search:	
NAME OF PERSON COMPLETING SEARCH	SIGNATURE

INDIVIDUAL'S INFORMATION	
NAME	ALIAS [Previously used name(s)]
SOC. SEC. NO.	DATE OF BIRTH
ADDRESS (No., Street, City, State, ZIP Code)	
DES – INTERNAL USE ONLY (Search results)	
Reports: <input checked="" type="checkbox"/> Yes	Number: sdf [See attached document(s)] <input checked="" type="checkbox"/> No
Date of Search:	
NAME OF PERSON COMPLETING SEARCH	SIGNATURE

DISQUALIFICATIONACTS

A person is disqualified from providing services to DES clients in a direct service position if he/she is identified as the subject of the substantiated report for any of the following.

24 Child death due to alleged abuse or neglect, or suspicious death
25 Injuries requiring emergency medical treatment
27 Child age 24 months is shaken (shaken baby syndrome)
33 Untreated life threatening condition, Infant Doe, Nan-organic FTT
37 Imminent harm to child under the age of six (6) due to lack of supervision by parent/caretaker
38 Neglect results in injury/illness requiring emergency medical treatment
39 Imminent harm to child due to health or safety hazards in living environment/exposure to the elements
40 Child diagnosed as suicidal by mental health professions, parent refused to allow treatment
41 Physical evidence of sexual abuse reported by a medical doctor or child reporting sexual abuse within the past seven days
42 Child reporting vaginal or anal penetration or oral sexual contact within past 72 hours and has not been examined
43 Abandoned, no parent willing to provide immediate care for a child and child is with a caregiver unable or unwilling to provide care now
45 Injuries may require medical treatment
46 P3 Injury to child under age six years
50 Living environment presents health or safety hazards to a child under the age of six
51 Sexual conduct/physical injury between children due to inadequate supervision
54 Sexual behavior within the past 8-14 days
55 Child diagnosed by mental health professional with behavior consistent with emotional abuse
56 Abandoned, no parent willing to care for a child, child with caretaker unable or unwilling to care for child less than one week
66 Significant developmental delays due to neglect
69 Attempted sexual behavior or sexual behavior, 14 days to three years r last occur unknown
72 Parent, guardian or custodian suggests or entices child to engage in sexual behavior, no touching
76 Use of child by parent, guardian or custodian for material gain
82 Parent, guardian or custodian sexually abused a child in past, now in home with a child
83 Attempted sexual behavior or sexual behavioral when last occurred more than three years
101 Death of a child due to neglect
111 Death of a child due to physical abuse or suspicious death
201 Physical abuse high risk
202 Physical abuse moderate risk
301 Neglect, high risk
302 Neglect, moderate risk
401 Sexual abuse, high risk
402 Sexual abuse, moderate risk
403 Sexual Abuse, low risk
404 Sexual Abuse, response 4
501 Emotion Abuse, high risk
502 Emotional abuse, moderate risk



State of Arizona Substitute W-9 & Vendor Authorization Form

Purpose: Establish or update a vendor account with the State of Arizona. This form meets the Federal requirements to request a taxpayer identification number (TIN), request certain certifications and claims for exemption, as well as the State of Arizona requirements for vendor establishment.

Instructions: Complete form if

1. You are a U.S. person (including a resident alien);
2. You are a vendor that provides goods or services to an Arizona state agency; AND
3. You will receive payment from the State of Arizona.

Type of Request (Must select at least ONE)

New
 New Location (Additional Address ID)
 Change (Select the type(s) of change from the following:

Tax ID
 Legal Name
 Entity Type
 Minority Business Indicator

Main Address
 Remittance Address
 Contact Information

Taxpayer Identification Number (TIN) (Provide ONE Only)

Social Security Number (SSN) I. _____ OR Federal Employer Identification Number (FEIN) _____

Entity Name { * Must Provide Legal Name. Must match SSN or FEIN given. If Individual or Sole Proprietorship enter First, Middle, Last Name. }

Legal Name* _____

DBA Name _____

Entity Type (Must Select One of the Following)

Individual/Sole Proprietor or single-member LLC (6I)
 An international organization or any of its agencies/instrumentalities (SU)

Corporation (SA)
 The US or any of its political subdivisions or instrumentalities (2G)

Partnership (SC)
 CA state, a possession of the US, or any of their political subdivisions or instrumentalities (4G)

Limited liability company (LLC) including Corporations & Partnerships (SA)
 Other: Tax Reportable Entity (SP)

Other: Tax Exempt Entity (SH)

Description

Minority Business Indicator { Must select one of the following }

small Business (01)
 Small, Woman Owned Business- Native American (33)
 Minority Owned Business- African American (04)

Business- African American (23)
 Small, Woman Owned Business- Other Minority (11)
 Minority Owned Business- Asian (32)

Small Business- Asian (24)
 Woman Owned Business (03)
 Minority Owned Business- Hispanic (74)

Small Business - Hispanic (25)
 Woman Owned Business- African American (17)
 Minority Owned Business- Native American (15)

Small Business- Native American (27)
 woman Owned Business-Asian (18)
 Minority Owned Business- Other Minority (02)

Small Business-Other Minority (OS)
 Woman Owned Business- Hispanic (19)
 Non-Profit, IRC §501(c) (88)

Small, Woman Owned Business (06)
 Woman Owned Business- Native American (21)
 Non-Small, Non-Minority or Non-woman Owned Business (00)

Small, Woman Owned Business- African American (29)
 Woman Owned Business- Other Minority (08)
 Individual, Non-Business (DO)

Small, Woman Owned Business-Asian (30)

Veteran Owned Business? YES NO

Main Address { Where tax information and general correspondence is to be mailed } _____ Remittance Address { Where payment is to be mailed } _____ Same as Main

Add _____ City _____ State _____ Zip code _____

_____ City _____ State _____ Zip code _____

Vendor Contact Information

Name _____ Title _____

Phone# _____ Ext. _____ Fax _____ Email _____

Certification Exempt from backup withholding

Under Penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me) AND
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding AND
3. I am a U.S. person (including U.S. resident alien).

Certification instructions: You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN.

The Internal Revenue Service does not require your consent to any provision of this document other than the certification required to avoid backup withholding.

Signature

Return completed form to the state agency with whom you do business, for review and

State HR/SEIN _____ Signature _____

AGY _____ Title _____ Phone # _____ Email _____ irately _____

STATE OF ARIZONA GAO USE ONLY VENDOR & STATE AGENCY BELOW THIS LINE

IRS TIN Matching
 HRIS
 Other
 Vendor Number _____

Instructions for the State of Arizona Substitute W-9 & Vendor Authorization Form

General instructions:

1. Form GAO-W-9 should be completed by computer (electronically).
2. *Vendor* must type or legibly print all 'Required' fields and submit to the State of Arizona agency they do business with for their review and authorization of the form.

Specific instructions:

Type of Request

Select the type of request being made. Select only one, the choices are: 1) New Request, 2) New Location or 3) Change. If selecting Change, please identify what fields have changed since the previous submission. Check all changes that apply: Tax ID, Legal Name, Entity Type/1099 Classification, Minority Business Indicator, Main Address, Remittance Address or Contact Information.

Taxpayer Identification Number (TIN)

Social Security Number (SSN) OR Federal Employer Identification Number (FEIN)

Required. Enter your 9 digit Social Security Number (SSN) **OR** Federal Employer Identification Number (FEIN). This is your Taxpayer Identification Number (TIN) as assigned by the Internal Revenue Service (IRS) or Social Security Administration (SSA).

Entity Name

Legal Name

Required. Enter the name corresponding to the TIN given. Name must be the same as registered with the Internal Revenue Service (IRS) or Social Security Administration (SSA).

- Individuals:** Enter First Name, Middle Name, Last Name
- Sole Proprietorships:** Enter First Name, Middle Name, Last Name
- ALL Others:** Enter Legal Name of the Business.

DBA Name

Optional. **Doing Business As (DBA)** For the remittance address, enter a DBA, branch name or location **if** applicable. Also enter any continuation of the Name or Business Name if needed.

Entity Type/1099 Classification

Required. Check only ONE entity type for the TIN given. If State of Arizona employee is selected, you must provide your State of Arizona Human Resources Information Solution (HRIS) Employee Identification Number (EIN). Board Members should select State of Arizona employee only if they have a State of Arizona HRIS EIN, otherwise select Individual/Sole Proprietor. If "Other" is selected, please provide a Description for your business.

Minority Business Indicator

Required. Select the most detailed description for your business. Only one selection can be made. If none apply, select the second from last description of Non-small, Non-Minority or Non-Women Owned Business (00). For non-businesses, please select the last option of Individual, Non-Business (00).

To be classified as a Small, Minority, Women-owned, or Disadvantaged Business Enterprises, a company must meet all qualifying standards and be at least 51 percent owned, operated, and controlled by the qualifying person or persons. For additional information and definitions, refer to the following web site:

<http://www.azcommerce.com/small-business/checklist-items/i-would-like-information-on-types-of-certification>

Veteran Owned Business-

Required Check either Yes if the business is a *Veteran* Owned Business or No if the business is NOT a *Veteran* Owned Business.

Instructions for the State of Arizona Substitute W-9 & Vendor Authorization Form

Main Address-Required and Remittance Address-Optional

Check 'same as Main' if the Remit to Address is the same as the Main Address entered.

Address (NOTE: an additional Address line is available for Remittance Address)

Required. Enter under the 'Main Address' an address where tax information and general correspondence is to be mailed. Enter under Remittance Address an address where payments should be made. Foreign addresses should enter full address here.

City

Required. Enter your city.

State

Required. Select your state from the drop-down list. If you are using an address outside of the U.S., select XX-Foreign address.

Zip code

Required. Enter your 5 digit zip code. A 4 digit add on is optional. If completing online, do not enter a dash. If foreign address, do not complete field and enter full address in the address line.

Contact Information-Required

Name

Required. Enter contact name. The person indicated will be contacted for payment related questions or issues.

Title

Optional. If the form is completed on behalf of a business, please enter your title.

Phone#

Required. Enter the contact's phone number including area code. If competing online, enter 9 numeric characters ONLY, do not enter any dashes, parenthesis or other special characters.

EXT

Optional. Enter the contact's phone number extension, if applicable.

email

Optional. Enter the contact's email address. Must be in the format: email@address.com.

Fax

Optional. Enter the contact's fax number. If completing online, enter 9 numeric characters ONLY, do not enter any dashes, parenthesis or other special characters.

Certification

Exempt from backup withholding

Optional. Check box if you are exempt from backup withholding (Individuals and sole proprietors are NOT exempt from backup withholding. Corporations are exempt from backup withholding for certain types of payments). Refer to IRS W-9 instructions for additional information.

Signature

Required. Signature should be provided by the individual, owner, officer, legal representative, or other authorized person of the entity listed on the form. Certain exceptions to the signature requirement are listed in the IRS instructions for form W-9.

Title

Required. Enter the title of the person who signed/certified the form.

Current Date

Required. This field will default to the current date if form is completed electronically.

Do not complete any remaining fields; they are reserved for use by the State of Arizona.

Additional Information

For additional information concerning certification requirements for the substitute W-9 form, refer to the instructions for the Internal Revenue Service form W-9 at: www.irs.gov.

The following document is a sample only. The official version will be mailed after execution of the contract (approval by the DES Office of Procurement) and assignment of a Contract ID Number.

Sample

ARIZONA DEPARTMENT OF ECONOMIC SECURITY

Information Risk Management,

3443 North Central, Site Code829Z

Phoenix, Arizona 85012

Phone: (602) 771-2676 · Fax: (602) 364-0481

DATA-SHARING REQUEST/AGREEMENT

BETWEEN

REQUESTING ENTITY:

REQUEST
Use att

by Requesting Entity)
;sarv

1a. PURPOSE OF THIS REQUEST (What information is being requested and why? How will it be used? Define Business need. Give details/specifics.)
In order to enable the Contractor to provide as stipulated in Contract Contractor must view client confidential data provided by RSA counselors via:

Mail, phone, e-mail, or fax; no system access required

Contract Effective Date:

Contract Expiration Date:

1b. INFORMATION TECHNOLOGY AND CONNECTIVITY TYPE (vpn, DVD, citrix, Mainframe, etc; or some other alternative way of accessing application / data?) Select all appropriate and explain in detail Below: Citrix VPN-Client MainFrame Secure-FTP Secure-Email Other

The minimum recommended Email Client is Outlook 2003, to receive and retrieve secure encrypted email from RSA. Anti-virus software must be maintained up to date.

All email containing confidential client information is to be secured. Access to all documents shall be restricted to authorized personnel on a need-to-know basis. Automated equipment, computers and FAXes shall to be maintained in a physically secure environment. All paper documents shall be maintained in a secured environment, such as a locked file or office.

The Contractor shall restrict access to DES confidential data to only those with a "need to know" as part of this contract arrangement and will use NIST Policy SP800-53, AC-6 Least Privilege, as a guide.

The Contractor shall retain DES confidential data only as needed for this contract arrangement and will dispose and sanitize the DES confidential data when no longer needed. NIST Policy SP800-88 shall be used as a guide for disposal and sanitization on DES confidential data

1c. INFORMATION TYPE BEING ACCESSED (information, FBI, SSA, HIPPA, define)

1d. WILL TIDS INFORMATION BE RETAINED?

0Yes 0No If Yes, where and how?

PLEASE SELECT THE TYPE OF INFORMATION REQUESTED AND SPECIFIC FIELDS

0HIPPA PC PHI PI 0Full name 0Home address 0SSN or National Identification number 0Vehicle registration plate
0Driver's license# 0Fingerprints 0Credit card numbers 0Digital identity 0Date of birth 0Birthplace 0Gender/race
0Heath/ Medical records 0Wage/Tax info 0Telephone nmber 0Criminal record 0Medical Benefits eligibility records

The requester enters all information required for successful communication between the requesting entity and the DES IT Staff.

Contact Name(1):...

Phone: (.)

Contact Name (2):

Phone: ()

Contact Address:

Contact (1) E-Mail Address:

Contact (2) E-Mail Address:

Contact Fax No: ()

SECTION I. (cont.) REQUEST (Completed by Requesting Entity)
Use attachment if necessary

2. CITE LAW, REGULATION, DIRECTIVE OR OTHER BASIS FOR THIS REQUEST

This request is made pursuant to the Scope of Work for Contract

3. WILL OTHER ENTITIES INTERFACE/WORK WITH YOUR ORGANIZATION?

0 Yes 0 No If Yes, identify entity and reason(s):

4. WILL J INFORMATION BE DISCLOSED/ SHARED WITH ANOTHER ENTITY / ORGANIZATION?

0 Yes 0 No If Yes, identify the entity/Organization and reason(s) for disclosure:

5. WILL DES DATA BE STORED IN ANY FORM (DATABASES, FILES, TAPES, PAPER COPYS, ETC.)? WILL DATA BELONGING TO DES BE STORED IN A SECURE SPECIFIED ON-SITE LOCATION?

0 Yes 0 No If Yes, identify where, what type of data and how the data is to be stored, and for how long?

6. HOW WILL THE INFORMATION BE PRESENTED FOR USE? WILL THE INFORMATION BE POSTED, DIGITALLY COPIED, APPLICATION, ETC.?

6. HOW WILL THE INFORMATION BE PRESENTED FOR USE? WILL THE INFORMATION BE POSTED, DIGITALLY COPIED, APPLICATION, ETC.?

7. WHAT ARE THE SAFEGUARDS IN PLACE TO GUARD AGAINST UNAUTHORIZED ACCESS/DISCLOSURE OF THE INFORMATION; ACCESS CONTROL PARAMETERS, ROLE BASED ACCESS, ETC.

7.a. IF AN INFORMATION BREACH SHOULD OCCUR, WHAT ARE YOUR PROCESSES AND PROCEDURES TO ADDRESS THIS? (SEE SECTION II, #6)

8. HOW WILL THIS INFORMATION BE DISPOSED OF WHEN NO LONGER NEEDED? SEE RETENTION POLICY

PRINT NAME AND TITLE OF AUTHORIZED CONTACT	PHONENO. ()	DATE
FAX ()		
E-MAIL		
MAILING ADDRESS/SITE CODE	CITY	STATE ZIP CODE
		permitted unless specifically

SECTION II. STIPULATIONS REGARDING THE USE OF INFORMATION

- STIPULATIONS APPLICABLE TO THE REQUESTING ENTITY:**
1. Disclosure of the data provided to the Requesting Entity is not permitted unless specifically authorized.
 2. Repackaging or redistribution of data or screens, or creation of separate files will not be
 3. The data shall be used only to assist in legal valid business needs as stated in Section I, item 1a of this Agreement.

J-119 DSA (01/2015) shall be stored in a physically secure, logically encrypted facility/system No.:

following the physical security regulations and standards based on the type of data appropriate and related standards. HIPAA PUB-1075 ect.

4. All data in electronic format shall be safeguarded and stored, processed and monitored so that unauthorized persons cannot compromise the information.
5. DES shall be notified within **24hrs** when an information breach occurs. Notification must be in accordance with timelines based on State and Federal law.
6. Only authorized staff shall be given access to accomplish the purpose(s) specified in Section item Ia of this Agreement.

NI,0
7. Staff shall view, read or attend an authorized data security awareness training class, where

8. A **Request for Terminal Access and/or other Activity (J-125)** shall be used to

instructed on confidentiality, privacy laws for each authorized staff member and

9. All authorized staff are required to sign a **User Affirmation State**, affirmation statement must be resigned at three (3) year interval

10. Any changes requiring additional access to the respective data security analyst.

11. Federal and State audit and data security records of the requesting entity to monitor or verify compliance with this Agreement. This Data-Sharing Agreement will remain active date unless otherwise stipulated in Section III or overridden by the Contract, a Memorandum an Inter-Agency Agreement. If duration is overridden by another

document, please reference the document

12. Upon Contract Termination, Media **procedures** shall be adhered to in accordance to Arizona Statewide Policy-P82501.0 - The Business Unit shall sanitize non-digital information system media containing Confidential information prior to disposal, release of organizational or release for reuse using defined sanitization techniques and procedures in accordance with the Media Protection Standard S8250. [NIST 800-53 MP-6] [HIPAA 164.3IO(d)(2)(i)] [HIPAA 164.3 IO(d)(2)(ii)] [IRS Pub 1075]

13. All DES Contracts retention terms and conditions will be adhered to as written unless otherwise stated on DES Retention Policy ((DES 1-37-12-(01) (02) (03)) is applicable.

14. Requesting entity Is responsible for all costs and licenses associated with securely connecting to DES and for maintaining confidential standards.

15.

STIPULATIONS APPLICABLE TO PROVIDER:

1. DES will use the Requesting Entity employee identifying information solely for the purpose of establishing access.
2. Only authorized DES employees will have access to requesting agency employee data.
3. In accordance with applicable Federal, State, and/or local privacy regulations, DES will protect all information collected from the Requesting Entity.

STIPULATIONS APPLICABLE TO HIPAA HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT:

1. All staff shall attend an authorized HIPAA awareness training class, where they will be instructed on confidentiality, privacy, information safeguards and penalties imposed when compliance is breached.
2. If applicable, there is a "Business Associate Contract" [45 CFR 164.502(e), 154.504(e). 164.532(d) & (e)] on file and it will be attached to this data sharing agreement as an addendum.

STIPULATIONS APPLICABLE TO Division Data Owners:

1. DES Division Security Rep shall verify external or internal requesters and submit service desk ticket (SD) and attach the received **(J-125 from external customers only)** and process account. SD ticket must contain DSA# and all contents of attached J-125 in the SD summary field. DES Division Security Reps shall monitor and manage all accounts which have access to their data or with who this DSA in partnership.

SECTION III. ADDITIONAL INFORMATION

The term of this agreement is overridden by contract ContractIDNo.

TERMINATION OF AGREEMENT ONLY:

- a. Information will be returned based on Contract terms and conditions.
- b. Information will be truncated (erased/deleted).
- c. Information in physical form shall be shredded.
- d. All of the above.

<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> No

External Agency POC: Print Name _____

PHONE NO.

DATE

Signature _____

SECTION IV (A). RECOMMENDATIONS (Completed by the data managing program / DATA OWNER)

- Recommend APPROVAL
- Request is not recommended for approval.

Print Name SpecialistName

SITE CODE

PHONE NO.

DATE

930A

SpecialistPhone

3/8/2017

Signature _____

SECTION IV (B). PRIVACY RECOMMENDATIONS (Completed by the Division HIPAA or PRIVACY OFFICER)

- Recommend APPROVAL
- Request is not recommended for approval.

Print Name _____

SITE CODE

PHONE NO.

DATE

() -

Signature _____

SECTION IV (C). DES ENTERPRISE SERVICE DELIVERY (Completed by: DTS SERVICE DELIVERY MANAGER)

- Recommend APPROVAL
- Request is not recommended for approval.

Print Name _____

SITE CODE

PHONE NO.

DATE

() -

Signature _____

SECTION V. APPROVAL (Completed by the requesting entity and the data managing program)

I attest to the correctness of the information provided in Section I and agree to the stipulations and costs, if any, listed in Section III. I agree to comply with all provisions of the DES Data Security Policy. If any violations of the DES Data Security Policy occur, this Agreement may be terminated. I further understand that DES will periodically review the terms of the Agreement to ensure it conforms with DES Policies and Procedures. In the event changes in either Federal or State law or regulations occur that conflict with the terms of the Agreement or render the terms of the Agreement void, impracticable, or otherwise impossible, this Agreement will terminate immediately. A new Agreement or an amendment to the existing Agreement will be initiated to provide for any changes, that cannot be accommodated within the provisions of the existing Agreement. The Requesting Entity shall hold harmless and indemnify the State of Arizona and its Department of Economic Security for any liability resulting from acts or omissions attributable to the Requesting Entity.

IN WITNESS HERETO, the PARTIES have executed this Agreement by signature of their **duly authorized** officials:

For the Requesting Entity: (Completed by Requesting Entity)

Entity Name ContractorName

Print Signatory Name _____

Title _____

Signature _____

Date _____

For the Department of Economic Security: (Completed by the data managing program)

Entity Name RraaraMloffre r-ram

Print Signatory Name Rrograrr170ffToeSignatName

Title Program/OfficeSignatoryTitle

Signature _____

Date _____

VI. APPROVAL (Completed by)

This signed Agreement meets all requirements necessary to permit the controlled sharing of the DES data while simultaneously providing for the protection of the data. I certify that:

- THIS AGREEMENT CONFORMS to DES Information Security Policy [DES 1-38-0006].
- THIS AGREEMENT DOES NOT CONFORM to the DES Information Security Policy. Implementation of this Agreement cannot proceed until the following action is taken:

DES Chief Information Security Officer _____

ROUTING INSTRUCTIONS for J-119

DATA SHARING AGREEMENT BETWEEN DES ENTITIES:

1. Section I, II and III are completed, contact information is provided and the document is signed by the requesting Division or Program Assistant Director, Program Administrator, or designee. The requesting entity Division or Program Security Analyst sends the document to the Data Managing Division/Program Security Analyst. The DSA/PSA from the Data Managing Division/Program will complete Section III and the recommendation in Section IV. If applicable, the Division HIPAA Privacy Officer will complete the recommendation in Section IV. Reason must be given if request is not recommended for approval. Section V is signed and dated by the Data Managing Assistant Director, Program Administrator or designee.

EXCEPTION: All DERS UI Data Sharing Agreements will follow their own established

2. The data managing Division/Program Security Analyst forwards the Agreement to Delivery Team for signature and approval of Information technology connectivity. Enterprise service DSA back to the Division/ program security team for final signatures. The Agreement is

Information Security Administrator. The original Agreement is sent back to the Division/Program list. The Agreement is scanned PDF to the network share, for all data sharing agreements. DSA by all parties.

NOTE:
When the agreement is modified during the approval process, both entities must review the modifications and re-sign/date the approve document.

DATA-SHARING AGREEMENT BETWEEN DES AND AN EXTERNAL ENTITY:

1. Section I, II and III are completed by the requesting entity and Division or Assistant Director, Program Administrator, or designee. The Division or Program Security Analyst sends the document out for signatures. If applicable, the Division HIPAA Privacy Officer will complete the recommendation in Section IV. Reason must be given if request is not recommended for approval. Section V is signed and dated by the requesting entity administrator and Data Managing Assistant Director, Program Administrator or designee.

EXCEPTION: All DERS UI Data Sharing Agreements will follow their own established process.

2. The data managing Division/Program Security Analyst forwards the Agreement to the Enterprise Delivery Team for signature and approval of Information technology connectivity. Enterprise service delivery team sends DSA back to the Division/ program security team for final signatures. The Agreement is signed, and dated by the Information Security Administrator. The original Agreement is sent back to the Division/Program entered into the tracking list. The Agreement is scanned PDF to the network share, for all data sharing agreements. DSA is not final until fully signed by all parties.

NOTE:
When the Agreement is modified during the approval process, both entities must review the modifications and resign/date the document.

DATA SHARING AGREEMENT WITH INTERNAL (if applicable) EXTERNAL CONTRACTS BETWEEN ENTITIES PROCEDURES: STEP BY STEP

1. From the Contracts Division for which the Contract has been originally created, the authorized Contracts person shall contact the Security Representative from the specific Agency for which the Contract was created, notify that a Data Sharing Agreement (DSA) is needed and being requested and a copy must be sent to the Security Representative to start the process of creating a DSA.
 - a. **NOTE:** A DSA request will not be honored without a valid Contract (number) (if applicable) accompanying the DSA.
2. Any external Contracts agreed upon by DES that include the sharing of information require a J-119 - Data Sharing Agreement (DSA). The normal longevity of the J-119 DSA is 10 years. The newly agreed upon Contract terms and conditions supersedes the longevity of the DSA length of 10 years to align with the Contract's terms, conditions, and longevity.
 - a. Example: If a newly accepted Contract of 2 years needs a DSA, the DSA will align with the Contract's longevity of 2 years. A DSA is created.
 - b. If at the end of the 2 years the contract is renewed for 1 more year, then the contracts personnel shall inform the Agency's Security team of the contract extension. Agency's Security team will update DSA tracking database to reflect the contract's extension. The DSA can be renewed every year(s) up to 10 years (the total lifecycle of a DSA) before a new DSA is created.
 - i. J-119A (Amendment Form) is required when additional access to other information not stipulated in the original DSA is being requested. For any extensions/changes of a DSA along with the following requirements:
 1. J-119A must document the changes to the original DSA.
 2. J-119A must document the new Contract Number.
 3. Document any and all changes made on the renewed Contract that involve terms and conditions in the sharing of information.
 4. Assign an agreement number to the DSA and put the Contract number on the first page of the DSA (preferably typed).
 5. DSA with other hand written notes, directions, alterations and scratch offs will not be accepted by IRM.
 6. Security Representative will enter all data into the DSA Database and will select status field "pending signatures to IRM."

Words of CAUTION:

- a. Security Representative that has created the DSA will have to reproduce the DSA once again to be compliant, no exceptions.
 - b. A DSA that is attached to a Contract will not be approved by IRM without a valid contract number.
3. When the Security Representative has completed all the applicable/signatures, the DSA agreement is entered into the Data Security Warehouse Database by the Security Representative with a status of "Pending-IRM Approval." Afterwards the DSA agreement is sent to IRM, to DES Information Security Administrator, 1720 W Madison St., Phoenix, AZ 85007 (Site Code 820Z), for final review and approval. The agreement is then signed and dated by the Information Security Administrator.
 4. The original agreement is filed in the DES Data Managing Division/Program and the IRM Security Representative confirms all data in the DSA database. The Agreement is not final until signed by the IRM Security Representative, the DES Executor, and the Requesting Entity(s).
 5. A final digital copy of all signatures of essential personnel mentioned above is required by IRM for IRM Security Administrator to change the DSA to ACTIVE with in the database.
-