

DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

**Intergovernmental Agreement
CONTRACT AMENDMENT**

1. CONTRACTOR (Name and address) TUCSON Unified School District #1 1010 E 10th St - Exceptional Education Rm 205 TSW Tucson, AZ 85719	2. CONTRACT ID NUMBER D117-002119
	3. AMENDMENT NUMBER 1

4. THE PARTIES AGREE TO THE FOLLOWING AMENDMENT

In accordance with Section 8, AMENDMENTS OR MODIFICATIONS, the following changes are made.

- 1) The Budget for the period from 07/01/2018 through 06/30/2019, in the amount of \$1,834,035.75, is attached and added to this agreement.
- 2) The Service Methodology Revised July 2018 is attached and added to this agreement.

5. EXCEPT AS PROVIDED HEREIN, ALL TERMS AND CONDITIONS OF THE ORIGINAL CONTRACT AS HERETOFORE CHANGED AND/OR AMENDED REMAIN UNCHANGED AND IN FULL FORCE AND EFFECT. THE AMENDMENT SHALL BECOME EFFECTIVE ON THE DATE OF LAST SIGNATURE UNLESS OTHERWISE SPECIFIED HEREIN. BY SIGNING THIS FORM ON BEHALF OF THE CONTRACTOR, THE SIGNATORY CERTIFIES HE/SHE HAS THE AUTHORITY TO BIND THE CONTRACTOR TO THIS CONTRACT.

6. ARIZONA DEPARTMENT OF ECONOMIC SECURITY	7. NAME OF CONTRACTOR TUCSON Unified School District #1
SIGNATURE OF AUTHORIZED INDIVIDUAL	SIGNATURE OF AUTHORIZED INDIVIDUAL
TYPED NAME	TYPED NAME
TITLE	TITLE
DATE	DATE

IN ACCORDANCE WITH ARS §11-952 THIS CONTRACT AMENDMENT HAS BEEN REVIEWED BY THE UNDERSIGNED WHO HAVE DETERMINED THAT THIS CONTRACT AMENDMENT 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

Date: _____

By: _____
Public Agency Legal Counsel

Date: _____

Transition from School. to Work

BUDGET - SFY2019

School District
 13.udget Period:
 Contract Number:

Tucson Unified School District
 July 1, 2018 - June 30, 2019
 ADES DI17-002119

1. PERSONNEL EXPENSES

1.1 Salaries and Wages

	Position Title	Annual Salary	Basis No. Mnths	Bdgl NO: Mnths	BASETSW SALARY	TSW% of Time	TSW COST
1.1a	Coordinator	\$ 42,900.00	9.5	9.5		80.00%	\$ 34,320.00
1.1b	Coordinator	\$ 42,400.00	9.5	9.5		80.00%	\$ 33,920.00
1.1c	Coordinator	\$ 39,400.00	9.5	9.5		60.00%	\$ 23,640.00
1.1d	Coordinator	\$ 43,600.00	9.5	9.5		80.00%	\$ 34,880.00
1.1e	Coordinator	\$ 39,400.00	9.5	9.5		80.00%	\$ 31,520.00
1.1i	Coordinator	\$ 48,943.60	10.5	10.5		100.00%	\$ 48,943.60
1.1g	Coordinator	\$ 35,984.42	10.5	10.5		100.00%	\$ 35,984.42
1.1h	Coordinator	\$ 34,300.00	9.5	9.5		80.00%	\$ 27,440.00
1.1i	Coordinator	\$ 42,400.00	9.5	9.5		80.00%	\$ 33,920.00
1.1j	Coordinator	\$ 69,400.00	9.5	9.5		80.00%	\$ 55,520.00
1.1k	Coordinator	\$ 83,345.20	9.5	9.5		80.00%	\$ 66,676.16
1.1l	Coordinator	\$ 36,800.00	9.5	9.5		80.00%	\$ 29,440.00
1.1m	Coordinator	\$ 33,800.00	9.5	9.5		80.00%	\$ 27,040.00
1.1n	Coordinator	\$ 52,400.00	9.5	9.5		80.00%	\$ 41,920.00
1.1o	Transition Technician #1	\$ 27,133.00	9	9		100.00%	\$ 27,133.00
1.1p	Transition Technician #2	\$ 20,119.00	9	9		100.00%	\$ 20,119.00
1.1q	Transition Technician #3	\$ 20,943.00	9	9		100.00%	\$ 20,943.00
1.1r	Transition Technician #4	\$ 20,119.00	9	9		100.00%	\$ 20,119.00
1.1s	Transition Technician #5	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1t	Transition Technician #6	\$ 20,749.00	9	9		100.00%	\$ 20,749.00
1.1u	Transition Technician #7	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1v	Transition Technician #8	\$ 38,900.00	9.5	9.5		60.00%	\$ 23,340.00
1.1w	Transition Technician #9	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1x	Transition Technician #10	\$ 45,000.00	10.5	10.5		100.00%	\$ 45,000.00
Hy	Transition Technician #11	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.12	Transition Technician #12	\$ 21,574.00	9	9		100.00%	\$ 21,574.00
1.1aa	Transition Technician #13	\$ 20,119.00	9	9		100.00%	\$ 20,119.00
1.1ab	Transition Technician #14	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1ac	Transition Technician #15	\$ 39,400.00	9.5	9.5		40.00%	\$ 15,760.00
1.1ad	Transition Technician #16	\$ 46,400.00	9.5	9.5		100.00%	\$ 46,400.00
1.1ae	Transition Technician #17	\$ 36,400.00	9.5	9.5		80.00%	\$ 29,120.00
1.1af	Transition Technician #18	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1ag	Transition Technician #19	\$ 19,925.00	9	9		100.00%	\$ 19,925.00
1.1ah	Transition Technician #20	\$ 45,400.00	9.5	9.5		100.00%	\$ 45,400.00
1.1ai	Transition Technician #21	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1aj	Transition Technician #22	\$ 19,731.00	9	9		100.00%	\$ 19,731.00
1.1ak	Transition Technician #23	\$ 43,400.00	9.5	9.5		80.00%	\$ 34,720.00
1.1al	Transition Technician #24	\$ 20,119.20	9	9		100.00%	\$ 20,119.20
1.1am	Transition Technician #25	\$ 19,925.28	9	9		100.00%	\$ 19,925.28
1.1an	Transition Technician #26	\$ 19,925.00	9	9		100.00%	\$ 19,925.00
1.1ao	Transition Technician #27	\$ 19,925.00	9	9		100.00%	\$ 19,925.00
1.1ap	Transition Technician #28	\$ 19,925.00	9	9		100.00%	\$ 19,925.00
1.1aq	Transition Technician #29	\$ 44,905.34	9	9		100.00%	\$ 44,905.34
1.1ar	Substitutes	\$ 17,845.00	9	9		100.00%	\$ 17,845.00
1.1as	Added Duty/summer program	\$ 47,600.00	9	9		100.00%	\$ 47,600.00
TOTAL SALARY					\$ 1,478,672.04		\$ 1,303,603.00

1.2 EMPLOYEE RELATED EXPENSES (ERE)

ITEM	TSW.COST	ERE Rate: 30.00% (Input manually if ERE rate varies)	Employee Fixed Costs	TSWCOST
1.2a		30.00%		\$ 10,296.00
1.2b		30.00%		\$ 10,176.00
1.2c		30.00%		\$ 7,092.00
1.2d		30.00%		\$ 10,464.00

Transition from School to Work

BUDGET - SFY2019

School District
Budget Period:
Contract Number:

Tucson Unified School District
July 1, 2018 - June 30, 2019
ADES DI17-002119

1.2e	Coordinator	\$ 31,520.00	30.00%	\$ 9,456.00
1.2f	Coordinator	\$ 48,943.60	30.00%	\$ 14,683.08
1.2g	Coordinator	\$ 35,984.42	30.00%	\$ 10,795.33
1.2h	Coordinator	\$ 27,440.00	30.00%	\$ 8,232.00
1.2i	Coordinator	\$ 33,920.00	30.00%	\$ 10,176.00
1.2j	Coordinator	\$ 55,520.00	30.00%	\$ 16,656.00
1.2k	Coordinator	\$ 66,676.16	30.00%	\$ 20,002.85
1.2l	Coordinator	\$ 29,440.00	30.00%	\$ 8,832.00
1.2m	Coordinator	\$ 27,040.00	30.00%	\$ 8,112.00
1.2n	Coordinator	\$ 41,920.00	30.00%	\$ 12,576.00
1.2o	Transition Technician #1	\$ 27,133.00	30.00%	\$ 8,139.90
1.2p	Transition Technician #2	\$ 20,119.00	30.00%	\$ 6,035.70
1.2q	Transition Technician #3	\$ 20,943.00	30.00%	\$ 6,282.90
1.2r	Transition Technician #4	\$ 20,119.00	30.00%	\$ 6,035.70
1.2s	Transition Technician #5	\$ 19,731.00	30.00%	\$ 5,919.30
1.2t	Transition Technician #6	\$ 20,749.00	30.00%	\$ 6,224.70
1.2u	Transition Technician #7	\$ 19,731.00	30.00%	\$ 5,919.30
1.2v	Transition Technician #8	\$ 23,340.00	30.00%	\$ 7,002.00
1.2w	Transition Technician #9	\$ 19,731.00	30.00%	\$ 5,919.30
1.2x	Transition Technician #10	\$ 45,000.00	30.00%	\$ 13,500.00
1.2y	Transition Technician #11	\$ 19,731.00	30.00%	\$ 5,919.30
1.2z	Transition Technician #12	\$ 21,574.00	30.00%	\$ 6,472.20
1.2aa	Transition Technician #13	\$ 20,119.00	30.00%	\$ 6,035.70
1.2ab	Transition Technician #14	\$ 19,731.00	30.00%	\$ 5,919.30
1.2ac	Transition Technician #15	\$ 15,760.00	30.00%	\$ 4,728.00
1.2ad	Transition Technician #16	\$ 46,400.00	30.00%	\$ 13,920.00
1.2ae	Transition Technician #17	\$ 29,120.00	30.00%	\$ 8,736.00
1.2af	Transition Technician #18	\$ 19,731.00	30.00%	\$ 5,919.30
1.2ag	Transition Technician #19	\$ 19,925.00	30.00%	\$ 5,977.50
1.2ah	Transition Technician #20	\$ 45,400.00	30.00%	\$ 13,620.00
1.2ai	Transition Technician #21	\$ 19,731.00	30.00%	\$ 5,919.30
1.2aj	Transition Technician #22	\$ 19,731.00	30.00%	\$ 5,919.30
1.2ak	Transition Technician #23	\$ 34,720.00	30.00%	\$ 10,416.00
1.2al	Transition Technician #24	\$ 20,119.20	30.00%	\$ 6,035.76
1.2am	Transition Technician #25	\$ 19,925.28	30.00%	\$ 5,977.58
1.2an	Transition Technician #26	\$ 19,925.00	30.00%	\$ 5,977.50
1.2ao	Transition Technician #27	\$ 19,925.00	30.00%	\$ 5,977.50
1.2ap	Transition Technician #28	\$ 19,925.00	30.00%	\$ 5,977.50
1.2aq	Transition Technician #29	\$ 44,905.34	30.00%	\$ 13,471.60
1.2ar	Substitutes	\$ 17,845.00	19.00%	\$ 3,390.55
1.2as	Added Duty/summer program	\$ 47,600.00	19.00%	\$ 9,044.00
		Amt / Employee	No Empl	Ttl Other ERE
1.2aa	other ERE Benefits			\$ -
	TOTAL ERE			\$ 383,881.95

2. OTHER EXPENSES

ITEM	BASIS	TSW COST
2.1 Materials/Supplies	See Attachment- .1b	\$ 56,738.00
2.2 Local Travel	See Attachment 1c	\$ -
2.3 Training	See Attachment 1c	\$ 16,562.80
2.4 Other Expenses	See Attachment 1c	\$ 73,250.00
TOTAL OTHER EXPENSES		\$ 146,550.80

3. CAPITAL EQUIPMENT EXPENSES

BASIS

See Attachment 1d

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

Attachment 1

Transition from School to Work
BUDGET- SFY2019

School District: Tucson Unified School District
Budget Period: July 1, 2018 - June 30, 2019
Contract Number: ADES DI17-002119

4,	TOTAL BUDGET (1 + 2 + 3)		\$ 1,834,035.75
	FUNDING CONTRIBUTION	42.6% PERCENT OF TOTALBUDGET	\$ 781,299.23

Transition from School to Work Budget Detail Expenditures
for Other Items

2.2-2.4

School District: Tucson Unified School District
 Budget Period: July .1., 2018, June 30,2019
 Contract Number: ADES DI17-002119

2.2 Local Travel

Qt	Description	Cost per Item	Total Cost
2.2	Total Expenditures for Travel		\$

2.3 Training

Q	Description	Cost per Item	Total Cost
	24 Registration at ADE annual transition conference, Talking Stick	\$ 380.00	\$ 9,120.00
	24 12 rooms 2 nights ADE Annual Transition conference	\$ 119.20	\$ 2,860.80
	11 11 rooms (22 people), 1 night TSW meeting May in Flagstaff	\$ 140.00	\$ 1,540.00
	48 per Diem per day, 24 people, 2 days ADE	\$ 29.00	\$ 1,392.00
	22 per diem per Flagstaff trip	\$ 75.00	\$ 1,650.00
2.3	Total Expenditures for. Trainiilg		\$ 16,562.80

2.4 Other Expense5:

Q	Description	Cost per Item	Total Cost
	12 Cam fees for Main Gate Collaborative studio per month (no tax)	\$ 800.00	\$ 9,600.00
	2 Semi-annual HVAC maintenance ACT studio (no tax)	\$ 300.00	\$ 600.00
	1 Portable embroidery machine to extend reach of Kind Stiches program	\$ 4,000.00	\$ 4,000.00
	3 annual Toshiba lease for copiers at three high schools	\$ 3,400.00	\$ 10,200.00
	16 Desktop bundle at each site for TSW students to research career jobs, education app	\$ 1,900.00	\$ 30,400.00
	6 Laptop bundle assigned to selected staff at all sites for mobile research and job costing/clock in	\$ 550.00	\$ 3,300.00
	6 updated printers at each site	\$ 500.00	\$ 3,000.00
	1 technology service plans (no tax)	\$ 7,060.00	\$ 7,060.00
\$	50,900.00 tax@ 10%	\$ 0.10	\$ 5,090.00
2.4	_Total Expenditures for Other Expenses		\$ 73,250.00

Attachment 2.

Transition from School to Work (TSW) SERVICE METHODOLOGY

Revised July 2018

SCHOOL DISTRICT: Tucson Unified School District

Contract ID Number: DI7-002119

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 (GTE) 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 300 students to systematically receive new, expanded, and enhanced transition services. The TSW program would greatly enhance the transition services by making TSW available to high school students with disabilities who are interested and have parental support 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), Cholla, Mary Meredith, Pueblo, Sahuaro, and Tucson. No additional high schools added during the 2018-2019 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 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 RSANR 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 may 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 may 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, Installation and retail product production;
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 2.

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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Manager. Each school must be checked a minimum of three times per week. Currently, TSW Curb Appeal is working with four elementary schools. For the 2018-2019 school year the Curb Appeal Program will be expanded to include Cholla, Mary Meredith 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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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 up to 22 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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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 and retail product production;
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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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

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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.

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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.

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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 2018-2019 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.

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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 local elementary 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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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;

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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

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

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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. On a quarter basis TSW staff will complete an Activity Summary Report that will list the students served and the services provided. 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.

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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 3 (FTE) Transition Technicians who will provide new and enhanced transition services.

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

1. Advanced Community Training

Maggie Gedebou
Maggie.Gedebou@tUSD1.org

2. Cholla Magnet High School

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

3. Mary Meredith K-12

Eduardo 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 2018-2019 school year is to provide enhanced and expanded transition services to approximately 300 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

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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 2018-2019 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 2018-2019 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 2018-2019 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 10 and operate out of a participating TSW high school

Goal

TSW students with significant disabilities will increase their knowledge and understanding of local employment options by participating in classroom and community based career investigation of previously identified career goals that will include job shadowing, employer interviews, and hands on experience performing the required job tasks. Student progress will be assessed based on products produced and task analysis of completed job site tasks.

Logistical Implementation

Students will receive classroom based instruction for a minimum of 1 hour per day with the balance of the day spent in the community. The TSW Summer Program staff will divide students into 4 small instructional groups. One group will have 4 students and one staff, while the other 3 groups will consist of 2 students and one staff person. The group of 4 students will conduct job shadowing while the groups of 2 students will do employer interviews and hands on experience performing the required job tasks. Students will rotate groups to insure they all have an opportunity to complete each learning activity.

Rationale

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. The staff to student ratios allow instructional staff the time and individualized attention necessary to work with students with significant disabilities.