



**DEPARTMENT OF ECONOMIC SECURITY**  
*Your Partner For A Stronger Arizona*

**Intergovernmental Agreement  
 CONTRACT AMENDMENT**

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| 1. CONTRACTOR <i>(Name and address)</i><br><br>TUCSON Unified School District #1<br>1010 E 10th St - Exceptional Education Rm 205 TSW<br>Tucson, AZ 85719 | 2. CONTRACT ID NUMBER<br><br>ADES15-097365 |
|   | 3. AMENDMENT NUMBER<br><br>2               |

4. THE PARTIES AGREE TO THE FOLLOWING AMENDMENT

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.

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

By: \_\_\_\_\_  
 Public Agency Legal Counsel

Date: \_\_\_\_\_

Date: \_\_\_\_\_

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

SCHOOL DISTRICT: Tucson Unified School District ADES 15-097365

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 socially economically 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 serving approximately 3,097 students with disabilities. Transition services for these students are provided through the Individualized Education Program (IEP) based on the requirements of Individuals with Disabilities Education Act (IDEA). The student case managers at each school coordinate the development and implementation of transition services. The case managers may or may not have regular systematic instructional time with the student. Typically transition services are implemented by the student enrolling in regular integrated classes, Career and Technical Education (CTE), and 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 be eligible for alternative assessment. These entry requirements severely limit the number of students who are eligible. This model results in the provision of transition services, but in an inconsistent, limited, and sporadic manner that does not access the numerous and varied transition services available to students. Using a TSW model, students will 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 grade level and severity of the disability.

- 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 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.

TUSD will use the VR funding to design, develop and implement a Transition from School to Work (TSW) model that is new and will modify, expand and enhance and current transition services. It will achieve this goal by insuring TSW students grades 9 through 12 receive a coordinated set of consistent, comprehensive and systematic transition services. This is very different from the current model of students receiving inconsistent and sporadic services contingent on their case manager or school they attend.

For the 2015-2016 school year first year, TUSD started with three high schools, Sahuaro, Tucson and ACT. The goal is to expand the program to three additional schools for the 2016-2017 school year. As of this date the three expansion schools will be Cholla, Mary Meredith and Pueblo. Additional schools will be added in the subsequent years until a TSW program is offered in all of TUSD's schools serving high school age students with disabilities. All participating high schools will follow the same enhanced TSW model. The TSW model will include the following enhanced comprehensive transition services and provide a consistent and systematic curriculum to all TSW students. TUSD's TSW services will include:

1. systematic transition planning
2. vocational assessment
3. career planning
4. job readiness preparation
5. job placement and retention

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- 6. job coaching
- 7. post-secondary educational planning
- 8. post-secondary financial aid application planning
- 9. self-determination strategies

The above transition services will be delivered to only TSW students and use five components of the TUSD TSW model at each of the participating high schools. The following is a list of the new TSW components and 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 and TSW on-line resource centers. This will be a new transition service that has not been offered in the past. The TSW-RC will be available to all TSW students and families. It will systematically disseminate transition information and make available a resource catalog of local, national, private and public agencies that are resources to students in transition. The TSW on-line resource centers will include a TSW webpage and social media. The TSW on-line will include a complete description of what the TSW is, the goal, services and process to become eligible. The site will also include resource pages and links to Rehabilitation Services Administration/Vocational Rehabilitation, Division of Developmental Disabilities, Regional Behavioral Health, Arizona Department of Education, Office of Civil Rights, post-secondary education institutions, AZCIS, associated disability resource centers, technical assistance and family advocacy groups. In addition to providing resources, students and families will be able to post current trending careers and employment activities and information on the social media site.

**2. TSW Transition Specialist Mentors**

TUSD's TSW will include full-time Transition Specialists whose primary purpose will be to mentor and support an assigned group of TSW students from enrollment to graduation. This is an enhanced transition service from what is currently offered. Currently instructional assistants support students throughout their school day, but do not specifically focus on transition needs. The specific duties of the TSW Mentor will include a.) mentoring TSW students to schedule general education classes, Special Education and CTE classes, b.) facilitation of career exploration activities such as job shadowing and investigating potential career interest areas, conducting labor market surveys, using the AZCIS c.) assisting with job readiness curriculum, d.) on and off campus job coaching, e.) scheduling of ASVAB, ACT, SAT, Compass testing, d.) meeting with military recruiters and post-secondary school disability resource centers coordinators, college and FAFSA applications, etc. Mentoring will be provided both on an individualized basis within classes, through weekly and monthly progress checks and as needed both during and outside school hours. Each Transition Specialist Mentor will be responsible for up to 15 TSW students.

In addition to the above responsibilities the TSW Transition Specialists will support students in both school and community based training sites. This will be an enhanced transition service that will include on-campus recycling, paper shredding, laminating, and landscaping. Students will rotate through training areas and learn both soft job skills and specific skills based on the work activity. Community-based training sites will offer landscaping and general building maintenance. The TSW Transition Specialist will use public transportation and TSW vehicles to transport TSW student to off campus training sites. This will permit longer training periods within the community sites and greater opportunity to serve more TSW students in the actual community.

**3. Career and Job Readiness Curriculum**

A Career and Job Readiness Curriculum will be implemented and provided to only TSW students. The consistent use of a specified career and job readiness curriculum will be a new transition service. Typically, teachers do not use a specified curriculum with a scope and sequence, but rather intermittently use materials dispersed through out 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 and based on best practices, commercial and teacher made school materials. By each school implementing the same curriculum, the TSW student will be assured access to

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consistent and enhanced transition services. The overall outcome of the TSW curriculum is for students to develop basic knowledge that leads to successful transition to a post-secondary education, vocational training or competitive employment. The curriculum will include the following topics:

1. Career investigation,
2. Disability awareness and self-determination,
3. Post-secondary education and training opportunities,
4. Financial aid and job applications,
5. Portfolio development
6. Interviewing skills

Each TUSD TSW student will be expected to acquire 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. First Year of Participation: Career Investigation and Assessment (interest inventories, learning styles, aptitudes, strengths), disability awareness, personal accommodations, self-determination skills, and career exploration;
2. Second Year of Participation: Continue disability awareness and self-determination skill building, continue career exploration, identify career goal, complete labor market research, and begin job readiness skill development;
3. Third Year of Participation: Identify post-secondary education/training opportunities, training and funding options, career tracks, continue job readiness skill development, resume, cover letter development, mock interviewing, and job applications;
4. Fourth Year of Participation: Apply to training institutions, apply for scholarships and financial aid, obtain accommodations, and/or job search 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 within the following structure:
  - a. Part 1: Self-Awareness, orientation and adjustment to disability, content examples would include the student's IEP, 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. Part 2: Career Exploration, content examples would include career path research, informational interview reports, financial planning, student's IPE;
  - c. Part 3: Job Readiness, content examples would include 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. Part 4: Work Experience, content examples would include campus and community work experience, career planning, issue resolution, job shadowing, volunteer experiences, IPE amendments as needed, and
  - e. Part 5: Post-High School Plan, content examples would include contact information for VR counselor, community resource agencies, 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 is currently being offered but has been limited to mosaic mural design and installation. Under the TSW it will be modified, reconfigured and expanded to specifically address the vocational and transition needs of the TSW students.

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The Marshall Foundation 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 locate 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
3. Retail Sales in a Ben's Bells Gift Shop

The CTP 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 commercial embroidery machines to produce Ben's Bells products with their trademarked logo embroidered on. The Ben's 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 on a given site, use of art studio equipment including a slab roller, electric kiln, pug-mill, glazes, types 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, refill cloth and thread feeds, control machine speed based on material and conduct 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 store would be managed and supervised by Ben's Bells. TSW students would use the store as a training site only and no products would be sold. Products produced by the students that meet the quality assurance requirements would be donated to Ben's Bells.

The Main Gate Square Collaborative Art Studio training program will be available to TSW students who are in the last two years of school and have successfully completed the first half of the Career and Job Readiness Curriculum.

#### **5. Internships with Community Collaborating Partners**

The benefits of internships in the community are widely recognized 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 a new transition service that has not been offered in the past. Under the supervision of the Transition Coordinator and Transition Specialist, TSW students who have successfully completed their Career and Job Readiness Curriculum and are in their last two years of the program may have an opportunity to participate in a community-based internship. The internships 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 internship 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 blog of his or her weekly task at the internship and list his preferences, strengths and areas for further investigation. Potential internship sites for TSW students could be Reptile Rescue, Green Things Nursery, Epic Café Bakery, Food Conspiracy, Creative Machines, and 4th Avenue Merchants' Association.

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- 3.0 Identify specific and measurable goals and objectives that are appropriate to the proposed program or project. Specify in detail the tools, methods, timeframes, and performance standards used to evaluate the effectiveness of the TSW services. Use section 8.4 Service Outcomes in the scope of work as framework to develop the learning targets for proficiency of expected skills. Attach copies of proposed evaluation instruments to be used with students, parents and/or employees.

TUSD's TSW will use four measureable goals that are appropriate to the program. The four goals will insure the service outcomes are consistent with activities listed in Section 8.4. Below are the TSW goals, methods, and time frame.

Goal 1. 100% of TSW students who participate and complete the program will have their post-secondary goals identified and a supporting coordinated set of transition activities to accomplish their post-secondary goals using their identified specific strengths, preferences and interests. Progress towards this goal will be measured annually in May by reviewing each student's Transition Plan in their IEP to insure it contains the following components:

1. Minimum of two vocational assessments,
2. Identified specific interests, strengths, and preferences,
3. Measureable post-secondary education or training goal,
4. Measureable post-secondary goal, and
5. Minimum of two supporting coordinated sets of transition activities tied the postsecondary goals.

Goal 2. 100% of TSW students who participate will be referred to outside agencies by using their identified post-secondary goals, specific strengths, preferences and interests, and supporting coordinated set of transition activities. Progress towards this goal will be measured annually by monitoring quarterly Student Service Plans and Transition Plans in IEPs.

Goal 3. 100% of TSW students who participate will have their Individualized Plan for Employment (IPE) written and include objectives, action steps, and detailed support services to assist them in meeting their post-secondary goals. This will be accomplished in collaboration with the student's Vocational Rehabilitation Counselor using the student's current post-secondary goals, identified strengths, preferences and interests and supporting coordinated set of transition activities. Progress towards this goal will be measured annually by monitoring quarterly Student Service Plans by reviewing each student's IPE in collaboration with the VR Counselor.

Goal 4. 100% of TSW students who participate and complete the program will demonstrate basic knowledge necessary for successful post-secondary employment, training or education by participating in the Career and Job Readiness Curriculum. Progress towards this goal will be measured annually by monitoring quarterly Student Service Plans and each student's outcome matrices that will list the completion status of each component of the curriculum. The Career and Job Readiness Curriculum Matrices will follow the scope and sequence described below.

Each TSW student is expected to acquire knowledge in the following areas based on the number of years the student participates in TSW services:

1. First year of Participation: Career Investigation and Assessments (interest inventories, learning styles, aptitudes, strengths), disability awareness and personal accommodations, self-determination skills, career exploration;
2. Second Year of Participation: Continue disability awareness and self-determination skill building, continue career exploration, identify career goal and complete labor market research, begin job readiness skill development;
3. Third Year of Participation: Identify post-secondary education/training opportunities (training and funding options, career tracks); continue job readiness skill development (resume/cover letter development, mock interviewing, and job applications);
4. Fourth Year of Participation: Apply to training institutions, apply for scholarships and Pell Grant, obtain accommodations, job search (paid employment or community service);

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5. Develop 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 within the following structure:
  - a. Part 1: Self-Awareness, orientation and adjustment to disability, content examples would include the student's IEP, 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. Part 2: Career Exploration, content examples would include career path research, informational interview reports, financial planning, student's IPE;
  - c. Part 3: Job Readiness, content examples would include, 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. Part 4: Work Experience, content examples would include campus and community work experience, career planning, issue resolution, job shadowing, volunteer experiences, IPE amendments as needed;
  - e. Part 5: Post-High School Plan, content examples would include contact information for VR counselor, community resource agencies, supported education at post-secondary school as needed.

TUSD's TSW program evaluation instruments shall be composed of annual surveys to be completed by TSW program students, their parents, employers and case managers.

- 4.0 Describe how you plan coordinate/collaborate with VR staff to complete IEP transition services and IPE planning.

The TSW Teacher Coordinators, TSW Program Coordinators, and the Transition Specialists will communicate with the AZ RSA-VR and other agencies involved on a monthly basis by formal and informal means. On an as needed basis the Teacher Coordinator and the Transition Specialists will meet the VR counselor to discuss student progress and develop vocational plans. The VR counselor will be invited to attend each TSW student's IEP and transition meetings. Quarterly written progress reports will be completed by TSW staff and reflect the student's current progress, attendance, and outcomes. In addition on a quarterly basis, the TSW staff will complete IEP progress reports and send copies to the VR counselor. These quarterly reports will specifically address the student's progress toward their IEP goals. The Teacher Coordinator will also communicate consistently with business partnerships, student case managers and parents. This communication will focus on specific outcomes identified in each TSW student's IEP, IPE and Student Service Plan. TSW student outcomes will be monitored and evaluated using teacher and employer observation reports, self-evaluation forms, performance rating forms, attendance records and other appropriate sources of information.

The TSW Teacher Coordinators and TSW Program Coordinators will assist the VR Counselors through providing appropriate referrals of individuals who have a.) a documented disability that presents a barrier to employment, b.) a true desire to work, c.) the ability to benefit from VR services and d.) demonstrated need for VR services in order to be employed. Referrals will be provided through the participating high school Teacher Coordinator who will screen the referrals to the appropriate public agency and track all referrals. The Teacher Coordinators and TSW Program Coordinators will also assist the VR Counselors in making eligibility determination by providing all necessary student documentation. The TSW student's Case Manager, Teacher Coordinator, Transition Specialists, TSW Program Coordinator, VR Counselors and the TSW student will participate in transition planning that emphasizes self-determination leading to realistic vocational goal setting. Each TSW student will be assigned to a mentor Transition Specialist. This is a key facet of the TSW program as it relates to IEP and IPE development and implementation. The team will collaborate on development of the Student Service Plan and the TSW student's IPE as well as, the transition portion of the TSW student's IEP as appropriate.

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As a team, the entire TSW members will consistently emphasize the importance to the TSW students of developing skills necessary to make informed choices as they participate in the program. The Teacher Coordinators, TSW Program Coordinators and the Transition Specialists will continue to evaluate and develop the student's abilities and progress to the skills necessary for vocational success. This will consist of monitoring and adjusting the TSW student's IEP and IPE in conjunction with the VR Counselor, the TSW student's Case Manager and will include any specialized instruction and accommodations needed for the TSW student to be successful.

- 5.0 Describe the specific kinds of work experience opportunities you plan to develop, the placement of TSW Students into them, 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.

As discussed in Section 2. above, 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, volunteer and internships in the community will emphasize soft skill and technical skill development in the areas of professional mosaic murals, commercial embroidery, retail sales, landscaping, animal care and food preparation. TSW students will also have the opportunity of on-campus work experience in areas such as the school cafeteria assisting with food preparation, digital copy center and administrative offices performing clerical, campus-wide paper recycling, paper shredding, laminating, copying, and used clothing distribution. In addition, TSW students will have the opportunity for placement in individually student secured competitive community work sites, and program secured competitive community work sites.

The criteria for placement in TSW work experiences shall include a demonstrated desire on the students part to be employed, successful completion of 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 type 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. As a program and not a "school" students who participate in the ACT program receive daily vocational instruction and volunteer in community sites. ACT uses 15 different community sites for students to learn both soft and technical skills. The ACT program operates the Main Gate Collaborate Art Studio. The studio is located in a very active commercial area in proximity to the University of Arizona.

As noted in Section 2, part 4, page 3-4, the Studio will be used to locate 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 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
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The ACT program will use the site 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 commercial embroidery machines to produce Ben's Bells products with their trademarked logo embroidered on. 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 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 of art studio equipment including a slab roller, electric kiln, pug-mill, glazes, types 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, refill cloth and thread feeds, control machine speed based on material and conduct 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 store would be managed and supervised by Ben's Bells.

**Cholla**

Cholla Magnet High School provides students with an International Baccalaureate Programme with an emphasis in international and intercultural studies. Student composition includes 76% Hispanic, 7% Native American, 13% Anglo, 3% African American, 1% Asian. Social economic composition breakdown is 59% of students are eligible for free lunch, 3.7% are eligible for reduced lunch. Currently Cholla has 241 students with an IEP and is projected to be closer to the 300's for the 2016-2017 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 career experiences 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 enhance transition service Cholla instructional staff will develop and implement a digital copy center on campus. The digital copy center will provide students with work experiences in office occupations tasks including customer service, operation of a state of the art printer, copier, scan and fax machine, taking and completing copy orders, scanning and uploading documents to the cloud, binding, and delivery of finished products. In addition, students will distribute campus and district mail, collecting recycle paper campus wide, shred and dispose of it properly. The current indoor janitorial services will be expanded to the outside, by adding in landscaping opportunities throughout the campus and surrounding and within campus boundaries. Through TSW enhanced transition services off campus work experience opportunities will be developed. Potential sites include Pima Animal Care Center, where the students will undergo training to walk the dogs, and greet people as they come in to the facility, JW Marriot Starr Pass Resort, where students will work on landscaping and table prep in the food industry, and Casa De Los Ninos, where the students would be able to gather retail skills, as they set up displays in their store.

**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 extreme behavioral challenges and the need for specialize curriculum and instructional support. As part of the specialized curriculum, students learn to recognize their emotional challenges so as to understand and improve their behaviors. The entire Mary Meredith K-12 community values shared accomplishments, a culture that respects diversity and treats all with dignity, and is dedicated to the process necessary to help each student reach their full potential. All students at Mary Meredith have Individualized Education Plans (IEP). Currently 89% of the students are on free and reduced lunches.

MMK12 his currently providing students with a career investigations curriculum that cover most of the basic transition and career areas. The curriculum is limited and would be enhanced by implementing a comprehensive transition curriculum that would include life skills, self determination, on and off campus work 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 (arrival and departure); Mary Meredith Clothing Bank (fold, sort and categorize clothes); snack shack (student run

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snack shack tied in to the student honor system, no money exchange but use of a point system); school van (wash school van); school library (library helpers); school garden (student-run); landscaping (pruning trees); school basketball courts (student sweep); Meredith/Rosemont Recycle (Recycle). Off-campus enhanced transition and work experiences will include sites such as Habitat for Humanities, Habi-store (Warehouse work); Old Adobe Farm (taking care of animals needs); Parks and Recreation (recycling for administration offices); LIRC (putting science kits together); Food Bank (warehouse work and food box preparation for community); World-care (breaking down of computers); Day-care at Schumaker Elementary School (providing daycare services); TUSD Clothing Bank (folding and sorting clothes); Mentor program, Sabino Canyon Nursing home (students helping the elderly).

MMKk12 will also enhance their community garden program by installing a green house and learning the 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 green houses.

### **Pueblo**

Pueblo Magnet High School is a 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.

Pueblo serves approximately 225 students with Individualized Education Programs (IEP) 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 the transition services and provide students with new, improved and meaningful opportunities to achieve their goals.

Currently, transition services at Pueblo include an employment training class that covers the basic job skills preparation areas such as interviewing, resume writing, and job search. With the implementation of the TSW program students would receive a comprehensive and systematic transition curriculum that would 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 implement a Campus Clothing Bank. The Pueblo Community Campus Clothing Bank (PCCCB) existed in the past but it disappeared with staff changes. The students and the neighboring community would benefit from having a clothing bank located on campus. 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 Pueblo Community Campus 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.

Students will use the PCCCB for structured job training skills will set up and run the clothing bank. Students will be responsible for sorting, laundering, and displaying the donated items. They will learn basic sewing skills that can transfer into post-secondary 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 even 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

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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. Many of the 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' post-secondary employment goals.

**Sahuaro**

Sahuaro is a large high school with approximately 1,668 students. Students come from a very diverse social-economic 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 181 students who have IEPs and 86 who qualify for a 504 plan.

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 the current transition services by providing students with increased opportunities, greater frequency and more direct transition instructional time.

TSW students at Saguaro High School will use both on and off campus work experience opportunities. Enhanced worked experience and training will occur in the Cougar Job and Training Program. The TSW instructional staff have developed and on campus digital document center as part of their Cougar Job and Training Program. With the installation of a state of the art digital printer, copier, scanner, fax, students will be able to learn how to operate the machine to make copies, booklets, upload to the cloud. As part of the work experience students would also learn how to use a three-hole punch and comb binding, produce note pads, recycle paper, document shredding, and laminating. Students participate in the process and learn each step of the process from taking work orders to delivery of the final products to teachers. This year the program will expand and enhance the Die Cut services they offer teachers. By expanding the die cut services, all students will be able to improve their job skills, including fines motor skills, while being creative and contributing positively to the school.

Other on campus work experiences include assisting in the cafeteria. Students are responsible for setting up the serving boats and portioning food. The students learn about safe food handling skills and working with as a team. Off campus work experiences includes students volunteering at a child care facility, Sonshine Preschool and Desert Fitness. At Sonshine 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.

**Tucson High School**

Tucson High School is the largest high school in TUSD with more than 300 students with disabilities. Tucson uses the high 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. Off campus vocational training sites include the Food Conspiracy, Miles Elementary School and TUSD Clothing Bank.

At the Food Conspiracy students 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 will also volunteer 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 students help sanitize the classroom instructional materials and bathroom. In addition, students clean the patio areas and do landscaping duties. Students learn proper tool use, work pacing and meeting prescribed quality assurance standards.

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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.

In addition to the specific school by school TSW enhanced transition services listed above, work related instruction and adjustment services to be provided include a long term working relationship between the TSW staff and each participating TSW student, general work and "soft skill" training through the Career and Job Readiness Curriculum or other courses in which transition skill development is emphasized, direct instructional assistance as needed in career and technical education courses, community-based exploration of potential post-secondary education, training, on-site work evaluation and job coaching and training in work skills needed for successful participation in employment. Current courses will be modified and enhanced through direct instruction and coaching of TSW students by TSW mentors and Teacher Coordinators. This will occur through direct classroom support of the student in courses related to transition. For example, in a Career and Technical Education (CTE) course such as Introduction to Health Occupations, the Transition Specialist may participate in the daily instruction for a period of time to assist the student to learn critical information being taught in the class. Another example may include TSW Transition Specialist Mentor supporting a student in English classes in content related transition activities such as resume and cover letter development, employment interviewing, labor market research, etc. Courses which are created through the TSW Career and Job Readiness Curriculum will involve direct instruction, direct support outside of class to practice and implement skills presented in class.

TUSD's TSW will hold high expectations and goals for all TSW students regardless of disability or post-secondary goals. All components of TUSD's TSW will be rigorous and reflect the level of expectations employers and the community expect from all worker and participants, regardless of disability. 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 internships, 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.

- 6.0 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 lives should not be minimized. The success of students achieving their post-secondary goals begins with students becoming self-determined. Students who are able to state their disability, how it impacts their life 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 addresses each students learning, training, and skills on the job. To assist students to gain an insight to realistic post-secondary 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.

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

Individualized and group instruction will be provided to TSW students in the above listed areas by both the Teacher Coordinator and Transition Specialists Mentors. All aspects of the curriculum will be reinforced in community settings and 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 Specialists Mentor 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 employment of the student-led IEP process.

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. The TSW student mentoring program, through which the mentor Transition Specialist guides the TSW student, will be integral to this process.

A final component of disability and self-determination instruction provided through the TUSD's TSW program shall be that of assistive technology. Depending on individual TSW student needs, a variety of assistive technology options will be explored including 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.

- 7.0 Describe how students are provided with real work opportunities, and what associated training and follow along support while working will be provided.

Most students in high school have had a very limited work history. Many have never worked or even volunteered. When it comes to thinking about and identifying a potential career, their knowledge base is typically limited to what they have seen their parents do for work or heard bits and pieces of information from family and friends or who have jobs or jobs they have informally observed as part of their daily interactions within the community. Based on this type of limited experience it is critical that students have a chance to actually experience real work. The TUSD TSW will work directly with students to gain experiential knowledge by providing opportunities for students to do job shadowing, internships, and actually be employed. TSW students will be provided with assistance in career exploration through involvement in a job site investigation process. This process will allow the student to actually go to a business in the community

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that employs people in the student's job interest area and arrange to tour, interview and shadow a worker. Students will be able to set up multiple sessions with community employers based on their career interests. TSW students will also be given the opportunity to participate in job fairs and mock interviews conducted by local employers and agencies. Students who have successfully completed the first half of the Career and Job Readiness Curriculum will be provided with assistance in seeking employment by looking in the newspapers classified ads, navigating online employment services, and directly contacting businesses. A Job Board posting current employment opportunities will also be developed and maintained at each high school's Transition from School to Work Resource Center. The TSW Transition Specialist Mentor will assist TSW students in filling out job applications, completing resumes, interviewing for jobs, and following up with potential employers regarding application and employment status.

TUSD's TSW students will be supported to seek employment consistent with their career goals. It is also recognized that paid employment of any kind is the first step in the correct direction and allows a student to begin building a resume and demonstrating vocational success. As stated in Section 2, the TUSD TSW program will provide, facilitate and support a variety of work experience opportunities to TSW students on the school campus plus internships or volunteer opportunities in the community using soft skill and technical skill development in the area of child care, landscaping, digital document preparation, horticulture, retail grocery sales, professional mosaic murals commercial embroidery and retail sales. In addition, TSW students will have the opportunity for placement in individually student secured competitive community work sites.

Based on student assessments and needs, a Transition Specialist Mentor will accompany the student to the worksite to provide job coaching. As the student develops their independence and demonstrate competency, the Transition Specialist Mentor will fade and the natural supports of the work site take over. Tucson has an accessible public bus system and a door-to-door transpiration system that will be available to all students. TSW student training on how to use public transportation to and from community sites will also be provided. TSW students will learn how to safely and efficiently determine the required bus routes, negotiate transfers, and arrival and departure times. Information from TSW student's on-going job site evaluations, job site inventories and student reflections will be used to gauge the types and frequency of follow-up services needed. As stated earlier, the TSW Teacher Coordinator and TSW Transition Specialists Mentor will be available for job coaching and assistance at the work site as needed.

- 8.0 Describe how you plan to monitor and follow up with students who have been placed in real work settings, to document the achievement of TSW goals and to determine their satisfaction with, and the stability and appropriateness of, their work experiences.

TUSD's TSW program will monitor and follow up with students who have been placed in real work settings, document the achievement of TSW goals, determine student satisfaction with, and the stability and appropriateness of, their work experiences by using a planned series of student satisfaction survey instruments, student progress reports, job site evaluations, and student weekly reflection logs. TUSD's TSW will also survey parents, employers, and school personnel to assess satisfaction with the overall program and with specific employment positions. Both individual and group surveys will be conducted. TSW Teacher Coordinator and Transition Specialist Mentors, in conjunction with employers, will evaluate student performance on job sites and will coordinate with TSW staff to assess achievement of specific TSW goals for each student. TSW goals will be reviewed on a quarterly basis with the student by the Teacher Coordinator and Transition Specialist Mentor. Based on this information, the TSW team will adjust the student's plan as needed. If progress is reported the student will continue to work on current transition goals. As goals are attained, new goals may be written. If no progress is being made further vocational assessments may be used and new goals may be written. Goals will be written as guide steps in achieving students' post-secondary goals.

This process will be implemented as part of the Student Service Plans and for those students who do a student-led IEP. Specifically in the student led IEP, the team will review and discuss the progress in the

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transition portion of the IEP and quarterly progress reporting as required under IDEA. The TSW staff will complete all TSW-required documentation regarding student participation and employment and the documentation will be provided to the VR counselor as part of the monthly communication. At any time if there is a concern or need for immediate plan adjustment, a meeting can be scheduled with the RSA-VR counselor and the student's program can be considered for revision.

Each high school will designate one or more special education certified teacher to be employed as the TSW Teacher Coordinator. The Teacher Coordinators will be employed through funding by the TSW program and TUSD. Each school will also be assigned up to three full-time paraprofessional Transition Specialists, each employed through TSW funding and TUSD funding.

9.0 Describe how you plan to use TSW staff and how you plan to make assignments

Each high school will designate one or more special education certified teacher to be employed as the TSW Teacher Coordinator. The Teacher Coordinators will be employed through funding by the TSW program and TUSD. Each school will also be assigned up to three full-time paraprofessional Transition Specialists, each employed through TSW funding and TUSD funding. The TSW Teacher Coordinators will be responsible for the following tasks. This is not a comprehensive list, but one that reflects the critical job task areas.

1. Identify and recruit TSW students,
2. Teach Career and Job Readiness Curriculum,
3. Identify and develop community based volunteer sites,
4. Identify and develop community based internship sites,
5. Identify and refer student to appropriate community resources,
6. Train, support, and monitor students in community sites,
7. Meet regularly with VR and other community agencies,
8. Assign staff based on student support need, and
9. Collect progress data and report to student, RSA-VR counselor, employer and participating agency staff.

Each school will also be assigned up to three full-time paraprofessional Transition Specialists, each employed through TSW funding and TUSD funding. The TSW Transition Specialist will be responsible for the following tasks. This is not a comprehensive list, but one that reflects the critical job task areas.

1. Assist with the identification and recruitment of TSW students,
2. Assist with the teaching of the Career and Job Readiness Curriculum,
3. Mentor TSW students in school based classes and community sites,
4. Train, support, and monitor students in community sites,
5. Meet regularly with the TSW Teacher Coordinator to review student progress, and
6. Collect progress data and report to TSW Teacher Coordinator.

In addition, due to the number of schools participating (6), the number of potential students, TUSD's TSW program will use district-wide TSW Program Coordinators who will be responsible to work directly with each high school's Teacher Coordinators, Transition Specialist, TSW students, and Vocational Rehabilitation Counselors to insure enhanced transition services are delivered, data is collected/organized, and reports are submitted in a timely manner.

10.0 Explain how TSW staff time distribution and other expenditures funded under this agreement will be monitored to ensure that only eligible individuals and activities under this agreement are served.

The TSW Transition Specialist assigned to the program will use Time Effort Logs that will document the amount of time they spend each week on the TSW activities. The TSW staff will provide services to only TSW eligible students. A class list and attendance of the TSW students will be maintained and distributed to the Teacher Coordinator and Transition Specialist on a regular basis to insure only TSW students are being served. Formal and informal professional development will be conducted with other teachers, staff,

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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.

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. Inventory of all non-capital and capital purchases will be retained and inventoried. Any equipment and instructional materials purchased with TSW funds will be used only by TSW students.