



Third Party Cooperative Arrangements

PROGRAM MANUAL

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We would like to thank the following TPCA School Districts for their valuable feedback and examples of best practices that have led to the development of this program manual: Bay, Bradford, Columbia, Flagler, Gadsden, Gulf, Leon, Manatee, Monroe, and Nassau, Taylor, Wakulla.

We would also like to thank the VR Staff who contributed valuable information and recommendations for continued TPCA program success.

Third Party Cooperative Arrangements (TPCA)

Vocational Rehabilitation (VR) is a program that enhances personal independence for individuals with disabilities by delivering services to assist them in preparing for, obtaining, and maintaining employment. VR Transition Youth services of career exploration and counseling, work readiness training, work experiences, and self-advocacy have been aligned with required Pre-Employment Transition Services found under the Workforce Innovation and Opportunity Act (WIOA). These services supplement the transition services offered by the school. However, VR is able to engage in a partnership with school districts through a TPCA to offer new services or expand existing transition services. TPCA services are delivered to students with the most significant disabilities who require intensive services or supports and include career preparation through community based work experiences. Most VR services are accessed by students outside of the school day (i.e.: after school, evenings, weekends, vacations, and summer break), but the TPCA is a special arrangement between partners which braids funding to deliver services that would not otherwise be available. This allows the program to be run within the school day and during the school year. VR services do not supplant, but supplement services provided by the school district.

Among the many provisions of WIOA, VR is entrusted to deliver transition services to youth with disabilities, ages 15-21, who are still in high school. Due to current education and graduation requirements, most students participating in a TPCA program will fall in the 18-21-year-old age range and be receiving extended school district services. With this in mind, it is important to make sure that those students needing TPCA services get access to them at least two (2) years prior to the anticipated exit from high school.

The purpose of the TPCA is to provide non-paid Community Based Work Experience (CBWE) opportunities for students to practice interpersonal skills and develop work behaviors needed to transition to supported employment. The TPCA provides intensive employment preparation for students who will require repetition through structured experiential learning to develop and refine work skills, positive attitudes, and successful work behaviors needed to obtain and maintain competitive integrated employment.

Eligibility

VR uses an Order of Selection to prioritize services to those with the greatest need. Students may be eligible to participate in the TPCA if they are VR customers who require supported employment services.

TPCA candidates may qualify if they are VR customers who:

- Possess an academic level to participate in a Supported Employment curriculum whether or not offered
- Require Supported Employment (SE) services from VR - this service must be included in the Individual Plan for Employment (SE IPE)
- Are individuals who require intensive job coaching or job retention support when engaged in work experiences out in the community
- Require ongoing support to maintain employment

A TPCA student's transition from high school to employment may happen at any time once he or she is ready for work and education is complete.

It is important to recognize that any student meeting the above criteria may be eligible for a TPCA.

In addition, any school in the district can participate in the TPCA. Preference should be given to those students with the greatest needs and should not be limited by the student's attendance at a given school.

Funding

TPCAs are a braiding of funding where school districts and VR share the program costs. School districts provide non-federal, general revenue funds to each employment specialist hired. These funds allow VR to pull down federal funds to pay for services included in the TPCA. VR shares the cost of the TPCA by reimbursing school districts for the deliverables produced by each employment specialist. VR uses a flat rate, based on meeting required outcomes, that are consistent for every school district

SHARE OF COST

School Districts share costs with VR by providing \$8,520 in non-federal, general revenue funds for each employment specialist hired for the TPCA as an employee of the school district.

Vocational Rehabilitation shares costs by reimbursing for specific deliverables at a total yearly rate of \$31,480 per employment specialist providing TPCA services.

Contract

TPCAs, like most arrangements, have requirements throughout that allow the arrangement to be functional; these are found in the contract. The contract clearly outlines specific terms and identifies specific deliverables expected from both parties. To ensure both parties clearly understand all aspects of the contract, this manual highlights the areas that are of particular interest and should be clearly understood by both school district and VR staff. A sample TPCA contract can be found on Appendices 1.

Cost Analysis

Florida Statute requires any contract over \$35,000 to provide a Cost Analysis/Budget designating a line item budget category, amount, and allocation percentage. Therefore, TPCA contracts with two (2) Employment Specialists at a contract rate of \$62,960 requires the School District to submit a Cost Analysis/Budget to the Contract manager as part of the contract documents for review and approval. The allocated percentages must total 100% of the total amount paid by VR (\$62,960).

Cost Analysis/Budget Category reviews are based on statute criteria of what is allowable, reasonable, and necessary expenditures.

Below is a suggested list of possible Cost Analysis/Budget category line items that may include:

- Salaries
- Transportation
 - School Van (Utilized exclusively for this VR Project.) Excludes purchase of a van.
 - Bus Passes
- Program supplies to allow for portfolios – hard copy or electronic (All equipment must be used exclusively for TPCA)
 - Binders
 - Digital Cameras
 - Video Cameras
 - Tablets
 - Printers
 - Ink
 - Printer Paper
- Other
 - Required work uniforms (Documentation must be provided to show uniform is required.)
 - Interview clothing
 - Required work shoes (Documentation must be provided to show uniform is required.)
 - Required safety or special equipment (Documentation must be provided to show uniform is required.)

The Cost Analysis Form can be found on Appendices 2.

Commitments

Both parties in the TPCA have commitments they must make to the contract to allow for effective execution. The table that follows identifies the commitments that each party makes to the contract.

Commitments	
School District	Vocational Rehabilitation
Hire a qualified Full Time Equivalent	Program communication

100% commitment of Employment Specialist (ES) to TPCA program	Provide resources, training, and technical assistance
Serve a minimum of 6 VR SE students each school year	Review reports and provide feedback
Minimum of 1 CBWE for each VR SE students per year	Monitor reporting
Reinforce TPCA/CBWE roles and expectations (including deliverables)	Provide reimbursement on approval of required reports and invoicing
Use REBA for all VR reporting and invoicing	Reimburse school districts throughout the school year
	Reinforce TPCA/CBWE roles and expectations
	Tracking and monitoring of TPCA program

TPCAs are programs offered during the school day and available to students with the most significant disabilities and who have intensive needs. Due to this intensive focus, it is imperative that the ES is hired to ONLY work within the TPCA program and with the TPCA students. The ES has many programmatic responsibilities and deliverables. This assignment delineation will ensure the ES is able to accomplish this work.

To ensure TPCA stakeholders receive the necessary information to be successful, there will be mandatory trainings for new school district Point of Contacts (POC) and new ES and VR counselors (VRC) and VR Supervisors at the start of each school year. These trainings will provide essential information on roles, responsibilities, and expectations that will result in understanding and consistency throughout the program.

To ensure TPCA outcomes are being reached there have been a number of deliverables included in the contract. Two of these, the Student Progress Report (SPR) and Monthly Report, provide documentation of the services being delivered and include the results of the work towards employment goal attainment. VR's system where these reports and TPCA invoices are created is Rehabilitation Electronic Billing Application (REBA). It is vital that the school district POC and ES know how to access and use REBA. Users will receive training and have access to ongoing technical assistance and support. Accuracy and timely submission of these deliverables is directly related to reimbursement.



The monthly reports submitted by the school district POC are developed from SPR that are created by the ES. These detailed reports provide the documentation necessary to show quality services are being delivered. It is important for both the school district POC and ES to receive helpful feedback on their submissions. VR counselors will review SPR notes and provide guidance and support to ES while the VR contract manager (VR CM) will provide monthly report feedback to the POC.

Financial Reimbursement

TPCA reimbursements are based on the outcomes and deliverables outlined in the contract and align with the commitments that are expected by the school districts.

1. School district ES are required to spend **100% of their time** during the school year and during school hours providing employment services to VR SE students.
2. School district ES are required to work with a **minimum of six (6) VR SE students per year**, yet there are times when unforeseen circumstances reduce district numbers below this minimum. To assist districts in reaching their minimums, VR requires a **minimum of eight (8) VR SE student names accompany the TPCA Application**.
3. School districts are required to place each student in a minimum of one (1) CBWE. It is important to note that **if student or CBWE minimum are not met there will be financial consequences which includes an exact reduction of the total**.
4. School districts POCs are required to submit monthly reports through REBA by the **end of each month**.

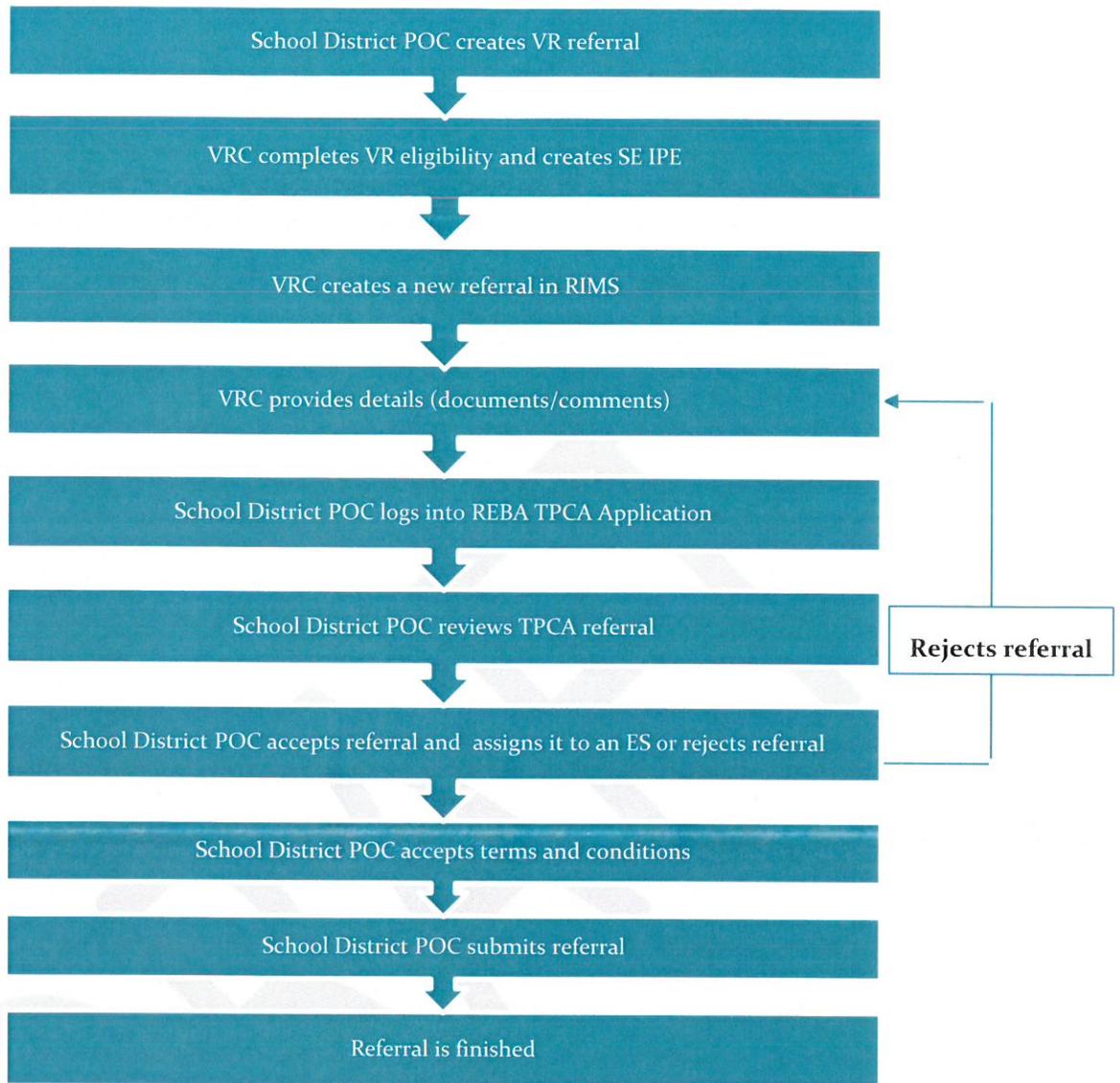
VR is committed to ensuring TPCA reimbursements are done so in a reasonable time frame. It typically takes 3-4 weeks (maximum), from the date all invoice documentation is received, for payment to reach the school districts.

TPCA Referral Process

Program referrals should be made a year prior to the anticipated start date for the TPCA however, they can be made at any time. Referring students to a TPCA should be a collaborative process. Students who meet the program eligibility criteria should be discussed and agreed upon, mutually. Programs referrals can come from both the school district POC and VRC and can be made throughout the year.

VR and School districts have worked collaboratively to develop a streamlined VR Referral process that clearly identifies expectations in communication, sharing of information and collaboration however, there may be a need to develop a process specifically for TPCA referrals. If no referral process is currently established, this should be a priority for the VRS/VRC and District POC/ES.

Once the TPCA referral is made, there is a process that the referral must go through before services may begin. The understanding of how referrals are made in the VR system ensures timely processing and approval of those referrals. Below is a process chart that diagrams the referral process.



In this process, it is important to note that the school district POC and VRC are identified as the two contributors. The ES is not responsible for making, approving, or rejecting referrals.

At the end of each school year, TPCA students will have to be closed out by the VRC. **If students are returning the following year, new referrals must be created in REBA.** Signatures are not required on referrals for returning students.

Roles and Responsibilities

Administrator:

- Complete and sign the TPCA application
- Submit TPCA Contract and Cost Analysis/Budget (if applicable)
- Designate a POC representative

- Submit school district Personnel Form and POC changes

Point of Contact:

- Participate in TPCA training and request REBA assistance in writing
- Provide or assure transportation
- Maintain documentation of deliverables
- Review SPR and CBWE rating forms prior to submitting monthly reports and invoices
- Make TPCA referrals to VR
- Approve or reject TPCA referrals in REBA

Employment Specialist:

- Participate in TPCA trainings and seek assistance from VR counselors
- Spend 100% of time providing program services to TPCA employers and VR SE students
- Develop work sites and experiences
- Provide Pre-CBWE preparation to employers and students
- Arrange student transportation
- Provide on-site job coaching services
- Provide on-site job retention services
- Provide on-going resources and supports to employers
- Provide meaningful progress reporting
- Distribute and collect CBWE Rating Forms
- Complete CBWE Site Evaluations
- Communicate regularly with TPCA stakeholders
- Update the listing of all TPCA students throughout the school year
- Connect students with local One-Stop/Career Source Center

Contract Manager:

- Provide REBA training and respond to technical assistance requests and needs in writing
- Provide final approval on deliverables and approve invoices
- Coordinate payment/reimbursements to school districts
- Track and monitor TPCA program

Counselor:

- Participate in TPCA trainings
- Determine student eligibility
- Enter TPCA referral in RIMS
- Provide TPCA program support
- Review and provide feedback on SPR and CBWE rating forms
- Maintain CBWE site documentation
- Provide timely approvals in REBA
- Communicate regularly with TPCA stakeholders
- Closeout and create new referrals for returning students in REBA
- Work collaboratively with school district staff throughout the year to determine new student referrals

- Follow VR policies and procedures for counselors

The VR Counselor

As outlined above, the VRC plays a key role in the TPCA program. The VRC has direct connection to both the referred students in determining VR eligibility, assisting in the development of an Individualized Plan for Employment (IPE) and working closely with the VR SE students to address individual needs. The VRC also is responsible for working closely with the district ES to provide support, guidance, and direction when the ES has questions, concerns, or requires assistance with TPCA program or student needs. The VRC and ES work together to determine VR referrals and ensure program and student success.

Providing Technical Assistance (TA): VRCs have a great deal of experience and expertise providing employment guidance and counseling services to individuals with disabilities. This knowledge and experience with various employment strategies and potential obstacles can be very helpful to school district ESs. The following list includes, but is not limited to, TA that VRCs are able to provide district ESs:

- Appropriate TPCA referrals (may include education on TPCA student qualifications)
- Student readiness concerns (may include job readiness and needed supports)
- Student CBWE performance concerns and strengths (may include an improvement plan when growth is needed)
- Lack of student progress (may include suggestions as to how better assist student, communication with parent/guardian when appropriate)
- CBWE site development issues (may include discussing ideas or possible options)
- Concerns with the CBWE site and site supervisor (may include ideas, suggestions, interventions)
- Communication concerns (may include ideas, suggestions, interventions)
- Determining needs for and identifying worksite accommodations (may include reviewing recommendations made by doctors or evaluators)
- Celebrating Success (may include conversations with District Interagency Councils/Committees, School Board, Rotary/Chambers)

VRCs should speak with district ESs at the start of the school year to determine TA needs and communicate regularly with them in order to assess needs and address them quickly. The VRC is also trained to identify needs and concerns that are communicated in provider monthly reports. For TPCAs, provider reports include the SPR, Monthly Reports, and CBWE Rating Forms. The VRC will review these items, identify areas to address, and be prepared to provide guidance or problem-solve when needed.

The Employment Specialist (ES)

School districts must commit to hiring a qualified full time ES who has the required experience and skills to produce the TPCA deliverables. Although a job description is not required, it is best practice to have something in writing that outlines the specific requirements and responsibilities

the ES will have. A sample job description can be found on Appendices 3. Best practices around the state offer the following recommended hiring qualifications.

Credentials	Experience	Skills
HS Diploma	Guidance aid, paraprofessional, student care attendant	Effective communication and collaboration
Associates Degree	Working with youth with disabilities	Develop and maintain strong working relationships
Credits towards Bachelor's Degree	3+ years with job placement, coaching, career counseling, or assessment	Effective time management and organization
Valid driver's license	Ongoing in-service/training	Program implementation and evaluation

ES Responsibilities

Developing Community-Based Work Experiences: CBWEs are the crux of the TPCA program which means the ES must develop valuable and rich experiences for the students to participate in. ES should evaluate vocational assessment results, including situational assessments and “Discovery” activities, to ensure students are well-matched to the particular jobs they desire and have the potential to learn and identify potential employers in the area who match students’ interest and employment goals. By conducting job analysis and examining the local labor market, ES can secure a variety of work settings for their students. The ES should make a concerted effort to build relationships to support career exploration. Participating in business networking groups such as Rotary and Chamber of Commerce or residing within a community will provide education on the TPCA and potentially develop additional CBWE opportunities. The VRC may also have connections that can be helpful in recruiting potential worksites. ES should also connect students with their local One-Stop/Career Source Center.

- **Pre-CBWE Assessments:** There are a number of vocational assessments available to use with TPCA students to determine present levels of performance. These may include situational assessments which provide a snapshot of where students function in a particular setting. VR counselors may provide the ES with collected data or ES may conduct their own assessment. In completing a situational assessment, areas of interest may include:

- Safety
- Behavior/Social
- Communication Skills
- Work Attitude
- Hygiene
- Reading abilities
- Math abilities
- Writing abilities



Using these assessment results may assist in developing benchmarks or objectives that will help TPCA students achieve their employment goals. A sample Community Based Instruction (CBI) Pre-CBWE Student Assessment can be found on Appendices 4.

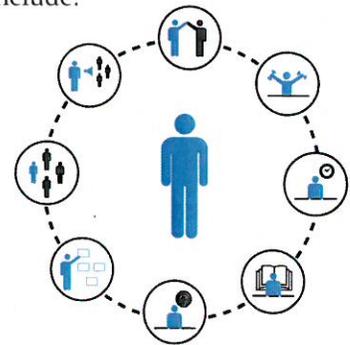
- **Discovery Activities:** A creative, alternative assessment tool that is abilities, strengths, and interest based. It is made up of observations of the students in a variety of situations and settings (school, home, community, etc.) to determine the ideal conditions for employment. The observations and interviews allow for life activities to be translated into employment options.
- **Job Analysis:** A process that involves gathering and analyzing information about a job. Information is collected on job functions (responsibilities and tasks), environmental work conditions, skill/education requirements.

CBWE Program Expectations

- Although the expectation is that each TPCA student is to engage in at least one (1) CBWE per school year, there is nothing prohibiting them from being limited to one. Students participating in a variety of work experiences provides them an opportunity to build career skills in a variety of areas and the opportunity to learn, practice, and build confidence with soft skills that are transferable to any job or career.

Soft skills are personal attributes one would need to succeed in the workplace. Sometimes they are referenced as employability skills, which are skills one should possess regardless of the job. Although it is in the best interest of the applicant to possess a number of soft skills, it is not expected that one would possess them all. Soft skills may include:

- Punctuality
- Adaptability/flexibility
- Cooperation/Collaboration
- Initiative
- Receptive and expressive communication
- Enthusiasm/positive attitude
- Reliability
- Problem-Solving



For additional information on soft skills curriculum, please go to <https://www.dol.gov/odep/topics/youth/softskills/>. This site provides a comprehensive soft skills curriculum for youth with disabilities developed by Office of Disability Employment Policy (ODEP).

- To assist in the learning process, some schools develop work experiences in the district to help TPCA students gain practical, hands-on work experience and confidence in their skills and abilities. This is acceptable and encouraged if it is used as an orientation or introduction to work. The TPCA contract explicitly states that students must engage in work experiences that are **community based**. Students, often times, become very comfortable in their educational surroundings where they know the individuals they work with or for. Community based work experiences push students out of their comfort zones and, with support, allow them to develop new skills and abilities that will help them be successful in any new setting or job.

ES TPCA Service Responsibilities

Pre-CBWE Learning and Preparation Activities: Structured activities that are designed to engage TPCA students in career exploration. This may include research on websites (i.e.: O’net, Employ Florida Marketplace, Career Source), engagement in informational interviews with employers, and job shadows at a variety of worksites. Some school districts have implemented journaling where students record research, develop interview questions, and reflect on what they have learned throughout the exploration process. In addition, there are pre-activities that provide education on areas that may affect successful job placement. Education may include:

- Self-advocacy
- Social skills
- Interview preparation
- Grooming
- Uniform/clothing care needs

Job Coaching: Services also associated with supported employment that are a continuation of the Pre-CBWE Learning and Preparation Activities. They are structured intervention techniques used to help the students learn to perform job tasks and develop the interpersonal skills necessary to be accepted as a worker at the CBWE worksite. Job coaching services are provided individually and include hands-on instruction and modeling with the goal of supported employment. Job Coaching services typically include:

- Modeling of job duties
- Reinforcement of needed work-related interpersonal skills
- Building of endurance to engage in work activities
- Enhancement of capacity needed to perform independently
- Building of natural supports at the workplace

ES are also responsible for providing structured intervention techniques to ensure the TPCA student’s CBWE success. Such intervention activities may include:

- Developing and implementing task analysis to teach discrete steps of the job
- Prompting and building self-management strategies
- Helping students to increase their capacity to perform independently
- Helping the student learn to perform job tasks to the employer's specifications
- Helping students to learn interpersonal skills necessary to be successful in their employment and within the community

As with the Pre-CBWE Learning and Preparation Activities, journaling may also be beneficial while students are engaged in CBWEs. This best practice not only encourages reflection, but promotes literacy skill development. A complete listing of Job Coaching activities can be found on Appendices 5.

Job Retention: Ongoing job support services that are employment related and needed to promote retention in the workplace. These responsibilities require the ES to communicate regularly with the CBWE site supervisor, student, and VR counselor to promote CBWE performance success. Support services required also come from the CBWE Rating Form that is completed by the worksite supervisor monthly. The ES is responsible for reporting difficulties to the VR counselor and Exceptional Student Education (ESE) teachers to identify additional accommodations or assistive devices that may be necessary. If determined necessary, the ES would be required to negotiate needed accommodations with the employer. **The ES should inform the VRC of deficiencies, especially where immediate interventions through VR services would support the CBWE.** A complete listing of Job Coaching activities can be found on Appendices 6.



ES Reporting Responsibilities

Student Progress Reports (SRP)

The purpose of the SRP is to capture all CBWE development activities and services provided to TPCA students and the progress each has made. To ensure an accurate account of services, it is imperative that the ES enter the notes into REBA on a **daily basis** or at **minimum three times a week**. The notes used on the SRP will be used by the district POC to create the monthly reports that must be submitted for reimbursement. The daily SPR submissions should be detailed and show how the TPCA work is helping each student work towards his/her IPE goal. Notes should be comprehensive and **MUST** include information on the following:

- Activities and the results of the work
- Success and or challenges experienced during activities
- Progress made and/or regression experienced
- Problems or concerns
- How activities were delivered
- Amount of support required
- CBWE progress updates gathered from site visits and direct feedback from the worksite supervisor

The information included will not only serve as documentation but provide information that can be used by the VR counselor to determine additional assistance that may be required to achieve success. SPR notes may be completed in narrative or bullet form. The format is not important; it is the quality of the information provided.

SPR Expectations

The table below outlines all areas that should be included in the SPR when it pertains to the work done for and with the TPCA students.

Employer Contacts and Networking	Job Analytics	Discovery Activities	CBWE Pre Preparation Activities	Student Progress
<ul style="list-style-type: none"> Identify work done with potential sites in the local labor market Build relationships to support career exploration Develop a variety of work experiences Identify resources and supports provided to employers 	<ul style="list-style-type: none"> Determine environmental working conditions Identify essential functions Identify skills needed for job performance Identify accommodation required 	<ul style="list-style-type: none"> Through observation, identify abilities, strengths, and interests Use multiple settings to determine ideal conditions for employment 	<ul style="list-style-type: none"> Job search Job and skill compatibility Resume, interview and social skill development Interview preparation Role play 	<ul style="list-style-type: none"> Identify provided services Identify progress based on service Identify progress towards IPE goal Identify transition progress

In addition to the CBI Pre-CBWE Student Assessment mentioned earlier, it is best practice to have a way of evaluating TPCA student's performance while engaged in the CBWE. Included on Appendices 7 is a Student CBWE Pre-, Mid-, Post-Assessment that may be used to determine success towards employment goal attainment. The assessment criteria is not career specific, but identifies skills that would be transferable and applicable to any job. Assessment Criteria for the CBWE Students Evaluations include:

- Personal care skills
- Self-Regulation
- Behavioral/Social
- Communication
- Work attitude
- Soft skills



The evidence collected on this tool would be appropriate to include in the SPR.

CBWE Rating Form

The CBWE Rating Form, found on Appendices 8, is an evaluation designed for the CBWE worksite supervisor to complete on each TPCA student. The information included will help the ES and VR counselor to determine progress as well as indicate if more assistance is required. **CBWE Rating Forms must be completed quarterly, if CBWEs are long-term (3 months or more). If short-**

term (less than 3 months), they must be completed monthly. These forms must be submitted with the ES SPRs. As a reminder, the ES is required to document CBWE progress gathered from site visits and direct feedback from the site supervisors on the SPRs.

The distribution and collection of CBWE Rating Forms are the responsibility of the ES. It is important for the ES to ensure the CBWE Rating Forms are **signed by the site supervisor.** CBWE Rating Forms signed by the ES will not be accepted.

The majority of the assessment criteria is also included on the Student CBWE Pre-, Mid-, and Post-Assessment. This will allow the ES to compare his/her assessment of student progress to that of the worksite supervisor. The criteria categories are grouped as follows:

- Work related behaviors
- Generalized skill outcomes
- Specific skill outcomes
- Accommodations

Information in this rating form should also be included in the SPR.

CBWE Worksite Evaluation

It is important for ES to know their employers in order to best match a student with an appropriate worksite supervisor and environment. This can be difficult, especially if the ES or VR counselor is new to the area. It is beneficial for ES to have a tracking or recording mechanism that provides valuable information that can be referenced for future TPCA work experiences. This best practice has not happened regularly in the past. One method of accomplishing this is by developing a detailed contract between school districts and their employers that outlines detailed TPCA expectations. Another, is to engage in an evaluation of the worksite at the end of a TPCA work experience. Located on Appendices 9 is a CBWE Worksite Rating Form. This tool allows the ES to document valuable feedback on the worksite supervisor, employees, and worksite environment that can be used in making decisions about future TPCA placements. The criteria indicators have the ES evaluate:



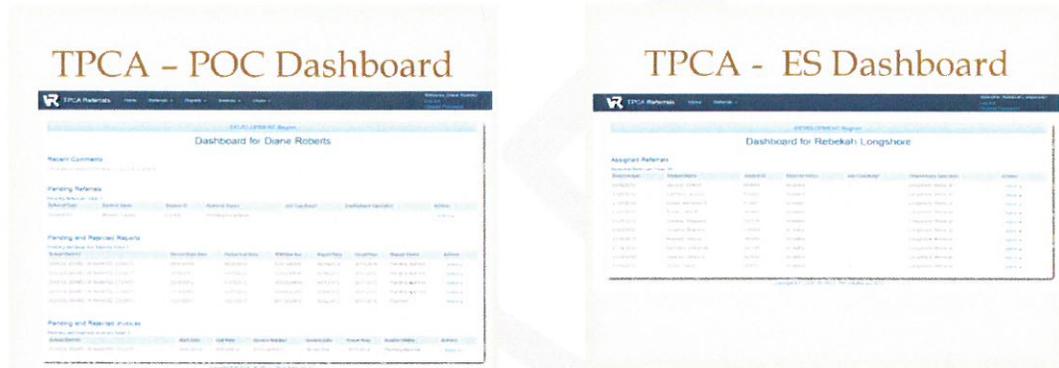
- Site supervisor traits and characteristics
- Site supervisor emphasis of safety
- Employee expectations
- Work environment

It is best practice to have a tracking/monitoring mechanism in place for each TPCA worksite. Whether a contract is used or CBWE Worksite Evaluation the original should be maintained by the district POC and copies sent to the VR counselor and VR headquarters staff responsible for TPCA. A copy of the CBWE Worksite Evaluation can be found on Appendices 9.

District Point of Contact (POC) Reporting Responsibilities

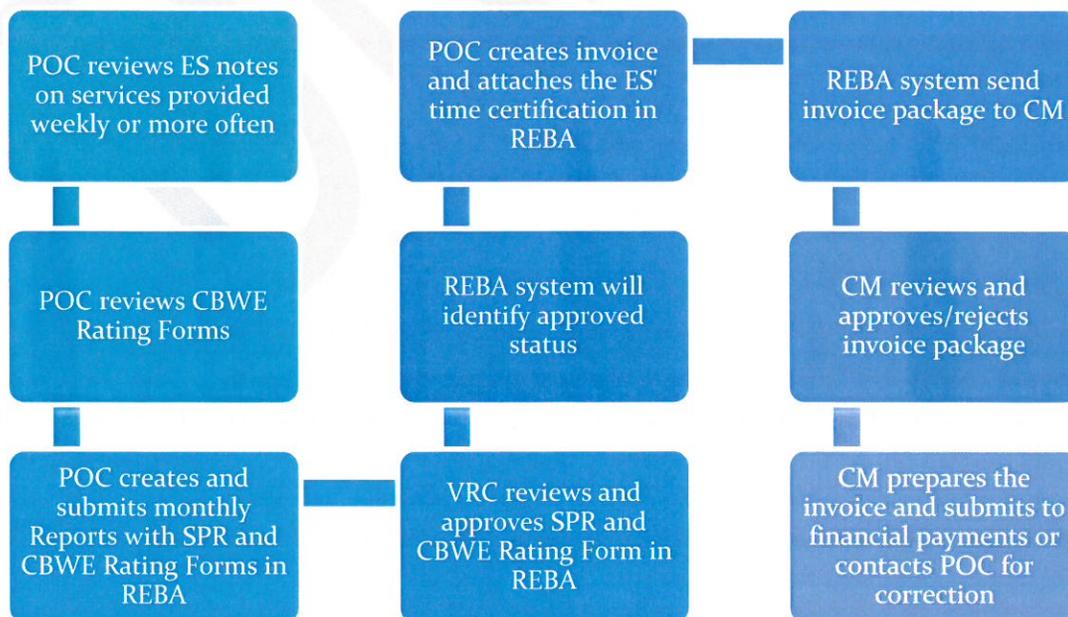
Monthly Reports

TPCA funds are tied to deliverables and a large deliverable is the Monthly Reports that is submitted by the district POC. To ensure a timely reimbursement of funds, the Monthly Report and all required documentation **MUST be submitted in REBA to the VR CM by the end of each month**. These reports are built from the ES SPR and CBWE Rating Forms. It is highly recommended that the POC review the SPRs weekly or more often to assess program progress and/or identify any program concerns or needs. These observations may be addressed with the TPCA VR Administrator.



The Monthly Reporting/Invoicing Process

A step-by-step process map has been developed to provide guidance for school district staff to ensure understanding of the reporting and invoicing process and assist in timely submissions.



REBA Training and Support

Each new district POC and ES will receive training on the REBA system early in the school year from the VR CM. This training is mandatory by both the POC and ES because both must be able to access and correctly navigate the system. REBA log-in/password, managing referrals, managing reports, invoicing, and users' assistance may be found on the TPCA "Cheat Sheet" located on Appendices 10. Additional Application support can be accessed directly from REBA by clicking on the 'Help' button. REBA questions or Technical Assistance requests may be sent in writing to the TPCA Contract Manager or you may receive email support by contacting REBA@vr.fldoe.org.

TPCA/CBWE Timeline

The provided timeline includes specific TPCA expectation and requirements that need to be completed through the school year as well as during the summer months.

Throughout the Summer/Prior to the Start of the School Year:

- VRC creates a new TPCA referral in REBA for returning students
- VRC meets with referred students to determine eligibility
- TPCA must be approved by the Florida DOE
- Contract must be executed
- ES must be hired by the school district
- TPCA account is set up for the school district personnel in REBA

Beginning of the School Year:

- ES develops employer contacts and begins to network
- ES begins working with approved TPCA students

Late Winter/Early Spring:

- School district TPCA update webinar (if applicable)
- New school district TPCA orientation webinar
- Memorandum and applications or contracts are sent via email to school districts
- Identify a minimum of 8 VR SE students for TPCA program

Late Spring:

- TPCA application with minimum of 8 identified VR SE students is submitted to VR Vendor Registration
- School district will receive contract prepared by VR CM based on application for signature and return to VR

End of the School Year:

- Contract documents (including Cost Analysis/Budget if applicable) are signed and submitted to VR CM
- TPCA executed contract is sent to the school district by the VR CM
- School district must notify VRC if students exiting high school and those who wish to continue with TPCA the following year

- ES provides information to the VR Supported Employment provider when TPCA students are transitioning out of high school
- Once the last month progress report is submitted, the VRC will close out all TPCA referrals in REBA

Ongoing Throughout the School Year:

- Collaborate with the VRC to identify possible TPCA eligible students
- District Administrator updates Contract Manager of TPCA staffing changes
- ES works with TPCA students on Pre-CBWE Learning and Preparation Activities, Job Coaching, and Job Retention (Supported Employment) activities
- ES writes daily SPR notes in REBA
- ES distributes and collects CBWE Rating Forms
- ES completes CBWE Worksite Evaluation (if used)
- POC submits Monthly Reports and all required documentation in REBA
- TPCA students may transition to employment once ready for work and education is complete
- ES updates the listing of TPCA students for each month
- VRC communicates monthly, at minimum, with ES

Collaboration

Collaboration and communication is essential in the success of the TPCA program. The school district ES and VRC should have monthly contact to review students' progress, discuss questions, address concerns/needs, develop supports, and review overall program status. The district POC should address all contractual and REBA questions with the VR CM in writing, as needed. Since providing CBWEs to a minimum of 6 VR SE students is one of the contract deliverables, it is essential that school district and VR staff work together to determine eligible TPCA referrals early and communicate if numbers begin to drop. District ES should consider collaboration activities such as participation in District Interagency/Transition Councils and Rotary/Chamber of Commerce/Business Leadership Networks and partnering with Able Trust and Career Source to expand TPCA CBWE opportunities.

The TPCA Application

Vendor Registration

In order for a school district to become an approved TPCA site, it must become a VR Vendor; this is a three step process. The complete registration process is as follows:

- 1) Register with MyFloridaMarketPlace (MFMP) 
- 2) Complete the required electronic W-9 with the Department of Financial Services 
- 3) Complete paper application and fax or scan to VR. 

Once processed, notification of registration will be mailed. It is important to note that background screenings will be required. Instructions will be sent on how to submit screenings for final registration approval.

The Application

As previously noted, the TPCA application will be sent out in late winter/early spring and due to the VR CM in late spring. The TPCA application requires applicants to provide identifying and contact information as well as the names of the VR SE students who will be served the following year. It is important to include all of the required information and follow the application submission instructions that are included in the email that is sent out by the VR CM. A copy of the TPCA Application can be found on Appendices 11.

The TPCA contract is written for three (3) one (1) year periods. The VR CM will send out a contract renewal invitation letter each spring. If the district is interested in renewing, the authorized representative must sign the form and return it by the renewal due date. Once received, the VR CM will begin the renewal documentation process and send a Florida DOE Renewal Contract to the school district for signature approval. Copies of the letter and Florida DOE Renewal Contract can be found on Appendices 12.

TPCA Best Practices

The following section is a collection of best practices that come from TPCA program surveys, visits to TPCA sites, and direct input from successful TPCA sites. The material is meant to provide new districts with program information that will assist in program development and returning districts with ideas for continuous improvement. These best practices come directly from TPCA staff who have worked closely with these practices to develop and continually grow their programs.

TPCA Program Design

TPCA programs use their resources to develop CBWE experiences that best match their students' abilities and needs. Some schools have chosen to base their CBWE experiences in terms of work rotations starting off with three (3) week rotations and building up to nine (9) weeks. This gradual increase, often times, is based on students' endurance, work stamina, and tolerance. Some schools design quarter/term rotations and others design semester rotations. It has been expressed, that students should be provided the opportunity to engage in a variety of work setting and learning experiences until a career path has been narrowed. Typically, those in term and semester rotations are older TPCA students who are near exit or who have already narrowed their career path.

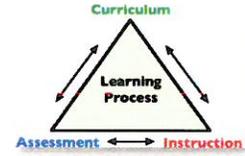
CBWE hours vary. These are often based on the schedule that is developed for the TPCA. Typically, CBWE hours range from 1 – 4 hours. It is feasible for a student with physical limitations and limited to no work experience to start small and work his/her way up.

As different as the programs may look from school to school, program implementation differs as well. Below are examples of program implementation methods across Florida.

- Large group (6+)/One worksite – May be used as a career exploration opportunity for students to try out different jobs in one location. Students go to one site, work in various departments/on different tasks learning career specific and transferable skills. This model works best if there is a worksite mentor assigned to each TPCA student to assist with teaching and learning. The ES is always present and available to provide support, guidance, and job coaching as needed.

Curriculum Development

Most TPCA programs have the ES work closely with the ESE teachers. The teachers develop curriculum that can be taught in the classroom and the ES develop opportunities for the TPCA students to apply their learning to real-life work. Florida has standards that are used with Career DOE Courses. These courses are designed in the following continuum.



- Grade 9 – Career Exploration
- Grade 10 – Career Exploration
- Grade 11 – Career Placement

Although the Florida DOE Career curriculum is often used, some districts choose to supplement it with other programs. These programs include:

- ACCESS Transition Curriculum
- Transition Planning/Self-Determination classes
- Life Centered Education (LCE)
- LCCE Occupational Guidance and Preparation
- Career Education Frameworks
- Unique Learning Systems
- Career Source workshops
- Moving Out Program



There are a number of TPCA activities that may complement and/or enhance a career course curriculum. A comprehensive list of these TPCA curriculum ideas may be found on Appendices 13. Many of these ideas may be considered Pre-CBWE learning activities. In addition, there are additional material and text resources that provide supplemental curriculum ideas for ES. The table below lists these materials and the vendors where these may be located.

Material/Text	Vendors
*Student portfolios (electronic or paper)	Self-made
Student Planner (calendar skills)	
What's Your Learning Style	http://sunburst.usd.edu
My Career Shines	FLDOE
Next S.T.E.P. Student Trans. & Ed. Planning	PRO-ED
7 Habits of Highly Effective Teens	Sean Covey
EdHelper	EdHelper.com
Young Person's Occupational Outlook Handbook	Jist
Social Skills for Sec. Students w/ Sp. Needs	Jossey-Bass
Pathfinder	Jist
Getting Ahead at Work	Saddleback
Finding a Job	J.Weston Walch Publishing

Paying Our Bills	Youth Communication
O*Net	www.O*Net.com
Employ Florida Market Place	www.employfloridamarketplace.com
Unique	Unique Learning System
Acting Out Workplace Social Skills	

*The Student portfolio, whether it be electronic or organized in a binder, can be a valuable tool for students to showcase their skills, abilities, aptitudes, strengths, accomplishments, and document their needs. It should include academic and employment information along with evidence of academic and employability skills that can be shared at an interview. Found on Appendices 14 are two types of portfolios.

- Professional
- Transition

Instructional Methods

How the ES works with TPCA students must differ according to student's individual abilities and needs however, there are some basic strategies that have been used successfully throughout the TPCA program. Collaboration with the ESE teacher will provide the ES with guidance on which type(s) of instructional methods may be most beneficial for the TPCA students. On Appendices 15 there are many instructional methods that have been practiced successfully throughout Florida.



Assessment

Assessment is a critical component to the learning process. It helps us evaluate, measure, and document academic and employment readiness, learning progress, skill acquisition, or needs of students. Assessments provide information that allows for the development of specialized supports, programming, and services that will aid in student success. Assessments should also be used to provide feedback on what students are or are not learning so modifications to instructional approaches, teaching materials, and support can be made. Assessments for the TPCA CBWE may include the pre- and mid assessments, site-visit observations/skill checklists, CBWE Rating Form, role-play simulations, mock interviews, etc. A complete listing of TPCA CBWE assessments can be found on Appendices 16.

CBWE Worksite Ideas

It is important to keep in mind the goal of the CBWE – to help the students prepare for and gain competitive integrated employment. For smaller districts, employment options seem to be limited. Below are the worksites and employers that have been approached in developing CBWEs around Florida.

- Retail stores
 - Walmart
 - Publix
 - Dollar Tree
 - Dollar general
 - Convenience Stores

- Businesses
 - Banks
 - Manufacturing
 - Restaurants
 - Farming
- Community/County Government
 - Goodwill
 - Salvation Army
 - EMS/Police
 - Highway/DOT
 - Clerk of Court
 - City Hall
 - Forestry
 - Animal Shelters/Humane Society
 - Faith-based Organization
 - Habitat for Humanity
 - Museum
 - Library
 - Airport
- Human Service
 - Child Development/Day Care Centers
 - Hospitals/Medical Centers
 - Nursing Home/Assisted Living
 - Adult Day Care
- Service Industry
 - Cosmetology
 - Dry Cleaners
 - Waste Management/Recycling
 - Real Estate
 - Dog Grooming/Day Care
- Contractors
 - Electrician
 - A/C Heating
 - Plumbing
 - Construction
 - Carpentry/Mason

Celebrations

By celebrating success, hard work and effort is recognized and reinforced. This acknowledgment of success, even small accomplishments, provides the motivation for continued growth and movement in a positive direction. Many TPCA sites have some exciting celebrations to recognize the hard work of their TPCA students and overall success of their TPCA program. In addition, some sites use this opportunity to recognize and thank the businesses/organizations and worksite supervisors who contributed to the students' success. Some of these celebration activities include:

- Employee of the Week/Month Awards
- Most Valuable Employee (MVE) Award
- End of the year TPCA Graduations
- Program presentations to School Boards
- Rotary or Chamber of Commerce program presentations
- TPCA Partner breakfast/luncheon



In addition to the celebrations outlined above, some school districts have chosen to create newsletters where students' successes are put in writing and pictures catching students in action have been included. These newsletters also highlight and showcase the businesses that have opened their doors to students and contributed to each student's success. Celebration opportunities that recognize these vital partners will help to grow the program and create additional CBWE opportunities within the community. A copy of a newsletter can be found on Appendices 17. A copy of a TPCA program brochure can be found on Appendices 18.

TPCA Administrator Information

Wayarne Tolliver Contract Manager	Sheila Ward Transition Administrator	Kirk Hall Transition Supervisor
Contract or Billing Questions Wayarne.Tolliver@vr.fldoe.org	Program Technical Assistance Sheila.Ward@vr.fldoe.org	Program Technical Assistance Kirk.Hall@vr.fldoe.org

Appendices

1. VR TPCA Contract
2. TPCA Cost Analysis Form
3. Employment Specialist Sample Job Description
4. Pre-CBWE Student Assessment
5. Employment Specialist Job Coaching Activities
6. Employment Specialist Job Retention Activities
7. Student CBWE Pre-Mid-Post-Assessment
8. CBWE Rating Form
9. CBWE Worksite Evaluation
10. REBA TPCA
11. TPCA Application
12. TPCA Renewal Letter and FL DOE Contract Renewal form
13. TPCA Curriculum Ideas
14. TPCA Portfolio Examples
15. TPCA Instructional Methods
16. TPCA Assessment Tools
17. The Transition Times
18. TIES Program Brochure