

**STATE OF FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
CONTRACT
#17-XXX**

THIS CONTRACT is entered into between the State of Florida, **DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL REHABILITATION**, whose address is 4070 Esplanade Way, Tallahassee, Florida 32399-7016, hereinafter referred to as the "DVR", and **<School District>**, whose address is <School Address>, hereinafter referred to as the "School District" or "Contractor", to provide services that enable eligible persons with disabilities to prepare for, obtain, maintain, or regain employment; to expand transitions services provided to DVR transition students with a Supported Employment (SE) implemented Individualized Plan for Employment (IPE) with Non-paid and Paid Community Based Work Experiences (CBWEs) through arrangements requiring match using non-federal funds. As authorized by 34 C.F.R. § 361.28, this Contract is a Third-Party Cooperative Arrangement ("Arrangement") between DVR and the School District.

I. Overview:

A. Background

The Florida Vocational Rehabilitation Program is operated by the Department of Education's Division of Vocational Rehabilitation. All program activities are conducted in accordance with the regulations found in 34 C.F.R. Part 361 and Florida Statute Chapter 413, Part II. Services are provided statewide through a combination of in-house and privatized staff. DVR and contracted providers work as partners in interdependent relationships to provide quality vocational rehabilitation services to persons with disabilities in Florida.

Third Party Cooperative Arrangements (TPCAs) provide an innovative approach to creating and/or expanding CBWE and career exploration activities through cost sharing between DVR and a Florida Local Education Agency (LEA) for Full-Time-Equivalent (FTE) School District Employment Specialists (ES). These positions provide work experiences for DVR transition students with SE IPE's who need guidance in developing appropriate work skills, attitudes, and behaviors required to plan for and achieve successful postsecondary employment.

Prior to implementing TPCAs in October 2006, DVR primarily received applications for transitioning students during their last year of high school. TPCAs provide a means for DVR staff to work more collaboratively with LEAs and engage students with disabilities earlier, thereby allowing a seamless transition from high school to postsecondary education, training, or employment. Early referral, application, and the provision of work experiences through a TPCA were intended to allow DVR Counselors the opportunity to establish effective counseling relationships and rapport with students, families and educators. In addition, TPCAs offered a means for DVR to use general revenue funds, as provided by a LEA, to meet federal match requirements in order to draw down all available federal monies for DVR client services.

B. Purpose

The purpose of this Arrangement is to create and/or expand CBWE and career exploration activities for students with the most significant disabilities through braided funding from DVR and

the School District. Competitive Integrated Employment is the first and preferred outcome for transitioning youth with disabilities, including youth with complex and significant disabilities. Paid CBWE is being emphasized in these arrangements as an evidence-based indicator for student success in postsecondary employment and independent living. DVR funding will be for deliverable services provided by up to two (2) FTE School District ES positions that will provide SE services to DVR transition students with an implemented SE IPE. Students shall receive assistance in developing appropriate work skills, attitudes, behaviors, and work tolerance needed to plan for and achieve successful post high school employment.

This Arrangement allows DVR to supplement services provided by the School District to students who are applicants for DVR services or students eligible for DVR SE services and not on a waiting list as a result of Order of Selection (OOS) or students with an implemented SE IPE. The School District shall not use DVR funding support to supplant the current level of services provided to the students. Each ES shall provide at least six (6) DVR transition students, with an implemented SE IPE, with a CBWE by the end of the school year. In addition, each ES shall assist DVR SE IPE students by referring them to the local One-Stop for comparable services and benefits that are commensurate to the services that the student would otherwise receive from DVR.

II. Contract Documents

The documents establishing and constituting the contractual relationship between the Department and the School District, referred to collectively as the "Arrangement", supersede all prior agreements and understandings, written or oral. This Arrangement and its attachments, as referenced below, contain all the terms and conditions agreed upon by the Parties:

1. Attachment A: Scope of Services (13 Pages)
2. Attachment B: Payment Terms and Schedule (3 Pages)
3. Attachment C: Standard Terms and Conditions (4 Pages)

The order of priority of the documents in this Arrangement shall be as follows: Contract; Attachment A; Attachment B; and Attachment C. Any conflict in language between the documents shall be resolved in favor of the document appearing earliest in the list.

III. Contract Management

DVR and the School District hereby designate their respective representatives identified below for coordination, communication, and management of this Arrangement:

For DVR:

Wayarne Tolliver, Contract Manager
Division of Vocational Rehabilitation
4070 Esplanade Way, Suite 270J
Tallahassee, FL 32399
Phone: 850-245-3380
Email: wayarne.tolliver@vr.fldoe.org

For the School District:

Name
Contractor Name
Street Address
City, State, zip
Phone:
Email:

All matters shall be directed to the Contract Managers named above for appropriate action or disposition. A change in Contract Manager by either Party shall be reduced to writing through an amendment or minor modification to this Arrangement.

IV. Contract Term

- A. This Arrangement shall begin upon execution by both Parties, or on July 1, 20XX, (whichever is later) and end on June 30, 20XX, inclusive.

- B. In accordance with Section 287.057(13), Florida Statutes, this Arrangement may be renewed for three (3) one (1) year periods or the term of the original Arrangement, whichever period is longer. Renewal of the Arrangement shall be in writing and subject to the same terms and conditions set forth in the initial contract and any written amendment signed by both parties. Renewals are contingent upon satisfactory performance evaluations by DVR, are subject to the availability of funds, and optional to DVR.

V. Approval and Execution

IN WITNESS THEREOF, the Parties hereto have caused this twenty-three (23) page Arrangement, which includes any referenced attachments, to be executed by their undersigned officials as duly authorized. This Arrangement is not valid until signed and dated by both Parties.

CONTRACTOR/RECIPIENT NAME

DEPARTMENT OF EDUCATION

SIGNED BY: _____
NAME: _____
TITLE: _____
DATE: _____

SIGNED BY: _____
NAME: Pam Stewart
TITLE: Commissioner of Education
DATE: _____

ATTACHMENT A SCOPE OF SERVICES

A. Overview and Purpose:

The TPCA will create and/or expand CBWE and career exploration activities for students with the most significant disabilities through braided funding from DVR and the School District. Competitive Integrated Employment is the first and preferred outcome for transitioning youth with disabilities, including youth with complex and significant disabilities. Paid CBWE is being emphasized in these arrangements as an evidence-based indicator for student success in postsecondary employment and independent living. DVR funding will be for deliverable services provided by up to two (2) FTE School District ES positions that will provide SE services to DVR transition students with an implemented SE IPE. Students shall receive assistance in developing appropriate work skills, attitudes, behaviors, and work tolerance needed to plan for and achieve successful post high school employment.

This Arrangement allows DVR to supplement services provided by the School District to students who are applicants for DVR services or students eligible for DVR SE services and not on a waiting list as a result of OOS or students with an implemented SE IPE. The School District shall not use DVR funding support to supplant the current level of services provided to the students. Each ES shall provide at least six (6) DVR transition students, with an implemented SE IPE, with a CBWE by the end of the school year. In addition, each ES shall assist DVR SE IPE students by referring them to the local One-Stop for comparable services and benefits that are commensurate to the services that the student would otherwise receive from DVR.

B. Definitions:

1. Community Based Work Experience (CBWE) – May be paid or unpaid, where the student learns firsthand the necessary work skills, attitudes and behaviors at an integrated worksite.
2. Competitive Integrated Employment – Work that is performed on a full-time or part-time basis (including self-employment) for which the individual is compensated at a rate equal to or above minimum wage and not less than the customary rate paid to non-disable employees, where the disabled employee interacts with non-disabled persons to the same extent as non-disable employees, and, as appropriate, the disabled employee has opportunities for advancement similar to non-disabled employees.
3. Discovery – A time-intensive, comprehensive, person-centered assessment that determines where and when students perform at their best. Information is gathered through a series of interviews, activities, and observations. Interviews are conducted with the students, family, friends, teachers, neighbors, and others. The focus is on learning about the students' strengths, interests, talents, goals, and conditions for success. This information is assimilated and summarized into profiles that are useful in students' employment planning and establishing employment goals.
4. DVR Counselor – Provides vocational rehabilitation services to disabled individuals in order to facilitate their employment and/or reemployment. The DVR Counselor interviews and evaluates

applicants, and confers with medical and professional personnel to determine type and degree of disability, eligibility for service, and feasibility of vocational rehabilitation.

5. Employment Specialist (ES) – School District personnel who provides TPCA services to students with disabilities to facilitate their employment and/or reemployment. The ES is responsible for providing each DVR SE IPE student with a CBWE by using assessment information about the student seeking a work experience to target the types of work experiences available from potential employers in the local labor market.
6. Individual Educational Plan (IEP) – Plan which defines the individualized objectives of a student who has been determined to have a disability and requires special education services to reach his/her educational goals.
7. Individualized Plan for Employment (IPE) – Plan which identifies the chosen employment goal, services needed to obtain that goal, service providers, service payers, and the amount of financial participation, if any.
8. One-Stop – Florida’s One-Stop Center network was established to bring workforce and welfare transition programs together under one physical or “virtual” roof to simplify and improve access for employers seeking qualified workers or training programs for their existing employees and job seekers. There are nearly 100 One-Stop Centers across Florida managed at the local level by regional workforce boards. Some are full-service centers providing direct access to a comprehensive array of programs at a single location, while others are satellite facilities capable of providing referrals or electronic access.
9. Order of Selection (OOS) – When DVR does not have sufficient human or fiscal resources to serve all applicants who are determined eligible for services, federal regulations require that we use an Order of Selection process. DVR is required to prioritize services to people with the most significant disabilities first. Placement in a priority category provides a fair and orderly way to serve all applicants.
10. REBA – Rehabilitation Electronic Billing Application for TPCA is a web-based application for service providers, contract managers, and School District point of contacts. The application provides a centralized portal for managing referrals, reports and invoices.
11. Supported Employment (SE) – An employment model that provides services for individuals with the most significant disabilities who require ongoing support services to succeed in Competitive Integrated Employment. Intense job training is provided initially and then long-term supports are provided once the person has stabilized on the job.

C. **Manner of Service(s) Provision:**

Each ES shall provide at least six (6) DVR SE IPE students, a CBWE by the end of the school year. The ES shall assist DVR SE IPE students by referring them to the local One-Stop for comparable services and benefits that are commensurate to the services that the student would otherwise receive from DVR.

1. *DVR's Responsibilities*

- a) DVR will designate a representative to act for DVR in all matters pertaining to this Arrangement.
- b) DVR will use the Operational Policies and Procedures for Counselors as the primary reference and source of information for DVR Counselors and DVR technicians providing transition services to youth with disabilities in high school.
- c) DVR will provide a copy of the IPE and each IPE amendment to the School District.
- d) DVR will coordinate the IEP and IPE, with associated documentation and data collection.
- e) DVR will maintain copies of all CBWE reports in the DVR case record.
- f) DVR will accept and approve deliverables, invoices, and authorizations for services where appropriate for all matters pertaining to this Arrangement.
- g) DVR will reimburse the School District at a fixed price of \$31,480.00 for each ES that will be providing service under this Arrangement. DVR will provide the School District with all DVR approved training and forms needed for invoicing and the reporting of deliverables under this Arrangement.
- h) DVR will research and respond to all written School District requests for technical assistance in writing within five (5) business days.
- i) DVR will cooperate on all matters requiring concurrence or approval so that the School District will not be delayed in performance of all terms and conditions of this Arrangement.
- j) DVR will provide administrative supervision in regard to decision-making and oversight of programmatic activities in accordance with federal regulations at 34 C.F.R. § 361.28.

2. *School District Responsibilities*

- a) The School District shall employ a maximum of two (2) ESs to provide services under this Arrangement. Each ES shall spend 100% of their time during the school year and during school hours providing employment services described in this Arrangement to DVR SE IPE students. Any services not contemplated by this Arrangement, provided by the ES outside of school hours and during the summer, are covered by a separate Employment Services Contract. The services provided by the ES shall not be those typical or customary services provided by the School District but must be new or expanded services made possible under this Arrangement. All services shall be based on the individual needs of the student and provided by the ES pursuant to the student's needs.
- b) The School District shall designate a representative to act for the School District in all matters pertaining to this Arrangement.

- c) The School District shall request and obtain written approval from DVR before allowing the ES to provide CBWE services.
- d) The School District shall verify/provide documentation that the ES is an employee of the School District.
- e) The School District shall submit the School District personnel action form (from the Human Resource Department), with the ES name, hire date, actual salary and terms of employment to the DVR Contract Manager.
- f) The School District shall provide a copy of the student's current IEP and each IEP thereafter while participating in a DVR IPE to the DVR Counselor.
- g) The School District shall provide non-federal match requirement to DVR in the amount of \$8,520.00 for each ES that will be providing services under this Arrangement.
- h) The School District shall process and submit all reports, invoices and supporting documentation using REBA, unless given written authorization by DVR to use an alternative method of approval for services provided under this Arrangement.
- i) The School District shall make all requests for technical assistance in writing to the DVR Contract Manager.
- j) The School District shall maintain documents to support deliverables in a safe and secure location to provide for the integrity of the records, the student's safety and confidentiality. These records and their location are subject to inspection and must be made available for review upon request.

3. *Services Provided by the Employment Specialist*

- a) **Community Based Work Experience development and the Provision of Work Experience.** This is done by using assessment information about the student seeking a work experience to target the types of work experiences available from potential employers in the local labor market and includes:
 - i. Contacting employers and building networks to develop and/or identify work experiences;
 - ii. Assisting the student with identifying worksites and ensuring the student has transportation to worksite. (If the student needs transportation the School District shall arrange or provide.);
 - iii. Referring students to worksites for potential work experiences;
 - iv. Providing DVR SE IPE students with work experiences, as appropriate;

- v. Ensuring that the work site is an individual work experience and not be part of an enclave or mobile work crew based upon the U.S. Department of Labor definitions as follows:
 - (1) Enclave is a small group of people with disabilities (generally 5 - 8) trained and supervised among employees who are not disabled at the host company's work site.
 - (2) Mobile Work Crew is a small crew of persons with disabilities (up to 6) working as a distinct unit and operates as a self-contained business that generates employment for their crew members by selling a service. The crew works at several locations within the community;
- vi. Conducting job analysis, to include, as appropriate:
 - (1). A systematic investigation of the discrete tasks, working conditions, and requisite knowledge, skills, and aptitudes needed to perform a job.
 - (2). Identifying the essential functions of a job. The essential job functions are those job duties which must be completed, with or without accommodation.
 - (3). Use of the job analysis to match individuals to positions that best meet their needs and the needs of an employer. A job analysis is also useful in identifying and developing potential accommodations needed for individuals with disabilities to perform certain task.
- vii. Conducting Discovery activities, to include, as appropriate:
 - (1). Identifying an individual's skills, talents, contributions, and interests in multiple settings to determine where they are at their best and their ideal conditions for employment.
 - (2). Use of various activities to obtain this information, including meetings with families and others familiar with the individual, paid/unpaid work experiences, and observations of performance at home, school or in the community. and
- viii. Connecting the student with the local One-Stop.
- b) **Job Retention Support.** This is ongoing job support services that are employment-related, and needed to promote retention in the worksite. Job Retention Support services may consist of:
 - i. Routine follow-up with the employer and the student to promote CBWE success;
 - ii. Support services to address issues such as a decrease in productivity of the student receiving services;
 - iii. Providing worksite consultation to identify barriers to employment, when appropriate; and
 - iv. Negotiating CBWE worksite accommodations.
- c) **Job Coaching.** This is the use of structured intervention techniques to help the student learn to perform job tasks and develop the interpersonal skills necessary to be accepted as a worker at the job site. Job Coaching services may consist of:

- i. One-on-one job duty instruction as a service to DVR transition students who have a goal of supported employment. These are students who require individual assistance in learning job tasks, often requiring a job coach that understands a specific learning style by which the student learns best and how to break tasks down into discrete steps to teach the necessary job tasks. Some students may initially require coaching for a particular job, but may not require coaching throughout their work life. Most would require ongoing supports through an identified service provider or other means.
- ii. Assist a service provider with understanding all factors impacting the student's employment during a DVR transition student's shift to long-term follow-along services including such as any specific training issues or concerns, co-worker and employer expectations, family concerns, mode of transportation, etc. This assures the process goes smoothly and that the service provider has a complete understanding of the student's specific long-term needs.
- iii. Use structured intervention techniques including conducting situational assessments, possibly using Discovery to ensure the student is well-matched to a particular job that he or she desires and has the potential to learn; conducting job site and environmental analysis to further ensure the job is a good match for the student; developing and implementing task analysis, with prompting and building in self-management strategies if needed to teach the discrete steps of the job and enhance the student's capacity to perform independently; to help the DVR transition student learn to perform job tasks to the employer's specifications and to learn the interpersonal skills necessary to be successful in their employment and within the community.

4. Deliverables & Minimum Service Levels

Contract deliverables, including associated tasks and performance standards, are described in Table 1 – Deliverables.

TABLE 1 – Deliverables			
<i>No.</i>	<i>Deliverable</i>	<i>Tasks</i>	<i>Performance Standard(s)</i>
1.	The School District shall provide each DVR SE IPE student with a CBWE by using assessment information about the student seeking a work experience to target the types of work experiences available from potential employers in the local labor market.	<p>The School District shall:</p> <ul style="list-style-type: none"> ▪ routinely communicate with DVR Counselors regarding student referrals and student progress; ▪ contact and network with potential employers and build, develop and/or identify work experiences; ▪ conduct Discovery activities to identify the student's abilities and interests in multiple 	The School District shall create daily submissions which include all services provided to DVR transition student through REBA as outlined under the Scope of Services. The Student Progress Report (SPR) should include information pertaining to CBWE development, preparation activities, progress towards student's IPE goal as well as any other information pertinent to student's success or

TABLE 1 – Deliverables

		<p>settings to determine their ideal conditions for employment and conduct Job Analysis to determine the working conditions, essential functions and necessary skills needed for job performance and identify individuals who may benefit from that CBWE; and</p> <ul style="list-style-type: none"> ▪ assist the student with identifying worksites and ensure student has transportation to the worksite. ▪ refer student to the local One-Stop for comparable services and benefits that are commensurate to the services that the student would otherwise receive from DVR. 	<p>regression. The SPR and supporting documentation (CBWE Rating Forms) must be documented electronically in REBA. The ES must also update the listing of all students served by the School District under the Arrangement during the school year.</p> <p>The School District shall provide a monthly report to the Contract Manager, which includes all services provided to DVR transitions IPE students by the ES through REBA, as outlined under the Scope of Services. This report should be comprised of the SPRs and CBWE Rating Forms. Monthly reports must be submitted to the Contract Manager for approval by the end of each month.</p>
<p>2.</p>	<p>The School District shall provide each DVR SE IPE student with ongoing job retention support services that are employment-related and needed to promote retention in the worksite.</p>	<p>The School District shall provide worksite consultation to identify barriers to employment and negotiate CBWE worksite accommodations.</p> <p>The School District shall conduct routine follow-up with the employer and student to assess job performance and/or job deficiencies; and.</p> <p>The ES shall have the CBWE employer evaluate the performance of each student using the CBWE Rating Form; submitted starting at the end</p>	<p>The School District shall create daily submissions which include all services provided to DVR transition student through REBA as outlined under the Scope of Services. The Student Progress Report (SPR) should include information pertaining to CBWE development, preparation activities, progress towards student's IPE goal as well as any other information pertinent to student's success or regression. The SPR and supporting documentation</p>

TABLE 1 – Deliverables

		<p>of the first full month of SPR reporting.</p>	<p>(CBWE Rating Forms) must be documented electronically in REBA. The ES must also update the listing of all students served by the School District under the Arrangement during the school year.</p> <p>The School District shall provide a monthly report to the Contract Manager, which includes all services provided to DVR transitions IPE students by the ES through REBA, as outlined under the Scope of Services. This report should be comprised of the SPRs and CBWE Rating Forms. Monthly reports must be submitted to the Contract Manager for approval by the end of each month.</p>
<p>3.</p>	<p>The School District shall provide job coaching by using specific intervention techniques, appropriate to the student’s needs, to help the DVR SE IPE student learn to perform job tasks and develop interpersonal skills necessary to be accepted as an employee at the job site.</p>	<p>The School District shall provide one-on-one job duty instruction as a service to DVR SE IPE students.</p> <p>The School District shall conduct job site and environmental analysis to further ensure the job is a good match for the student.</p> <p>The School District shall develop and implement task analysis, to teach the discrete steps of the job and enhance the student’s capacity to perform independently, learn to perform job tasks to the employer’s specifications and to learn the interpersonal skills necessary to be successful in</p>	<p>The School District shall create daily submissions which include all services provided to DVR transition student through REBA as outlined under the Scope of Services. The Student Progress Report (SPR) should include information pertaining to CBWE development, preparation activities, progress towards student’s IPE goal as well as any other information pertinent to student’s success or regression. The SPR and supporting documentation (CBWE Rating Forms) must be documented electronically</p>

TABLE 1 – Deliverables	
	<p>their employment and within the community.</p> <p>The ES shall have the CBWE employer evaluate the performance of each student using the CBWE Rating Form.</p> <p>in REBA. The ES must also update the listing of all students served by the School District under the Arrangement during the school year.</p> <p>The School District shall provide a monthly report to the Contract Manager, which includes all services provided to DVR transitions IPE students by the ES through REBA, as outlined under the Scope of Services. This report should be comprised of the SPRs and CBWE Rating Forms. Monthly reports must be submitted to the Contract Manager for approval by the end of each month. .</p>

TABLE 2 - Minimum Service Levels	
1.	The School District shall provide a minimum of six (6) DVR SE IPE students, per ES, a CBWE by the end of the school year.
2.	Each ES shall spend 100% of their time during the school year and during school hours providing the services described in this Arrangement to DVR SE IPE students as evidenced by a signed monthly Time Certification document and other reports on activities, to be completed by the School District in the REBA system.

5. Reporting

- a) The School District shall provide a monthly report of all Deliverables (ES student services provided and CBWE performance activity and evaluation as described in Table 1 - Deliverables) not later than 30 days following the end of the month for which services were provided.
- b) The School District shall provide a SPR at the end of each month in the REBA system.

6. *Monitoring*

- a) The provision of services will be monitored through a review of the monthly reports (SPR and CBWE Rating form) and the monthly invoice with ES time certification received from the School District.
- b) The Contract Manager may conduct periodic monitoring visits during the Arrangement period to verify School District compliance.

D. **Method of Payment:**

1. This is a Fixed Price Contract not to exceed (\$62,960.00) for the 2016 - 17 school year (\$31,480.00 per ES).
2. The School District shall provide non-federal funds to DVR in the amount of \$8,520.00 for each ES that will be providing service under this Arrangement. The non-federal funds used must be funds that have not been used as match in any other federally or state assisted project.
3. Upon receipt of a properly submitted invoice, DVR will pay \$4,000.00 per month, for ten (10) months, for each ES, not to exceed the Arrangement maximum set.
4. DVR will not make payment until the School District has fulfilled their non-federal match requirement.

E. **Financial Consequences:**

If the School District fails to meet or comply with the activities and deliverables established in the Arrangement or make appropriate progress on activities and/or towards deliverables and they are not resolved within two weeks of notification, DVR may terminate the Arrangement, refuse to pay an invoice until all work is properly completed, and/or assess liquidated damages as provided herein.

1. Liquidated Damages

Accurate and timely delivery is imperative and, as a result, the Contract includes liquidated damages for failure to perform as indicated below. The parties agree that the School District's failure to perform as indicated below will result in substantial injury to the Department but the amount of damages resulting from such injury cannot be calculated with certainty. Therefore, for each such failure the School District shall compensate the Department, but not as a penalty, as indicated below. The Department may reduce the corresponding invoice, or next immediate invoice, by the amount of such liquidated damages.

- a) The total DVR portion for the school year will be reduced by one-sixth (1/6) for each student who has not engaged in a paid or non-paid CBWE per ES unless the reason for not meeting the outcome goal is due to the lack of DVR SE IPE students due to the OOS.

- b) Upon DVR confirmation of an ES spending less than the required 100% of their time during the school year and during school hours providing employment services described in this Arrangement to DVR SE IPE students, the School District will be assessed a pro rata share of the monthly fixed price for any time less than 100% spent on outlined deliverables identified under the Scope of Services

F. Special Provision(s):

1. Arrangement Staffing

- a) The School District is responsible for the proficiency of ES positions, assuring that each ES has the required experiences and skills to provide tasks identified in (Table 1 – Deliverables) of the contract.

2. Applicable Laws

- a) This Arrangement is governed by the following State and Federal regulations:

The Rehabilitation Act of 1973 as amended, Florida Statutes, Chapter 413 (Part II). Other applicable regulations include OMB Circulars A-87, the Education Department of General Administrative Regulations (EDGAR), the DVR State Plan and the State Program Regulations in the Code of Federal Regulations, Part 361.

3. Data Collection & Dissemination

- a) DVR will collect data through REBA on, at a minimum, services provided and payments made to the School District.
- b) Data collected may be compiled into reports and shared with, at a minimum, the School District, DVR Counselors, customers and other stakeholders.

4. DVR reserves the right to suspend this Arrangement if, by way of routine monitoring or receipt of stakeholder complaint, DVR suspects the School District has engaged in fraudulent activity.

5. Final Invoice (Withholding Payment)

The School District shall submit the final invoice for payment no more than sixty (60) days after the Arrangement ends or is terminated. If the final invoice cannot be submitted within the required sixty (60) day period, the School District must submit a written request for extension to the DVR Contract Manager for approval prior to the sixty (60) day deadline. The request must include a description of the circumstances that resulted in a need for additional time for the submission of the invoice. The DVR Contract Manager will respond to the request within ten (10) working days after receipt of the request. DVR will not honor any requests submitted after the aforesaid time period unless a written request for extension is received prior to the sixty (60) day deadline. If the School District fails to do so, all rights to payment are forfeited.

Payments due under the terms of this Arrangement may be withheld pending the receipt and approval by DVR of all SPR's, CBWE Rating Forms and invoices, with supporting documentation requested from the School District

Invoice payment requirements do not start until DVR receives a properly completed invoice and approves deliverables.

6. Modifications to Attachment C., Standard Terms and Conditions

a) Section III. is amended to include the following:

Invoicing

- i. Use of REBA website is a condition of this contract. This includes the electronic signing of documents through submission in the REBA system.
- ii. The School District shall submit a properly completed invoice on a monthly basis, including all supporting documentation, to the Contract Manager no later than thirty (30) days after the close of monthly business.
- iii. The invoice shall include, at a minimum:
 - (1). A completed, signed DVR Source of Funding Certification & Invoice Itemization form that verifies the source of non-federal funds used for match amounts reported for services by the School District have not been used in any other federally assisted project or program; and certifies that the ES for which payment is being requested, devoted 100% of their time during the school year and during school hours providing employment services described in this Arrangement to DVR SE IPE students;
 - (2). A list of students that have received or are receiving services during the invoiced period;
 - (3). Other documentation that may be requested by the Contract Manager.
- iv. The School District shall retain documentation in an auditable format sufficient for proper pre and post audit requirements and at one location as they relate to each invoice submitted to DVR and provide such documentation to DVR upon request.

b) Section VIII. is not applicable to this Contract.

c) Section X. is amended to include the following:

The School District shall not use or disclose any information concerning a DVR customer for any purpose not in conformity with s. 413.341, Florida Statutes, and 34 C.F.R. § 361.38 without the express prior, written consent of the customer or the responsible parent or guardian.

d) Section XVIII. is not applicable to this Contract.

e) Section XL. is added as follows:

The School District shall report to DVR and the Florida Abuse Hotline any reasonable suspicion of abuse, neglect, or exploitation of a child, aged person, or disabled adult. The Florida Abuse Hotline's statewide toll-free telephone number is 1-800-962-2873.

f) Section XLI. is added as follows:

The School District shall notify DVR immediately if it is, or becomes a party to any contract with, a State of Florida Career Source Center.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
PROCUREMENT CONTRACT – ATTACHMENT B
PAYMENT TERMS AND SCHEDULE**

The Payment Terms and Schedule for the procurement contract awarded to _____, Contract Number _____ are as follows:

I. An "X" beside the correct provision in this section signifies that the provision is applicable to the Contract into which this Attachment B is incorporated.

A. Place an "X" beside *either* 1 or 2:

1. The total payment shall be the amount entered in the space provided in Section II, below.

Or

2. The total payment shall be an amount not to exceed the amount entered in the space provided in Section II, below.

Or

Not applicable

B. Place an "X" beside *either* 1 or 2:

1. The total payment shall be paid as a single, lump sum payment upon the Contractor meeting the criteria for completion of the Contract.

Or

2. The total payment shall be paid as scheduled progress payments in accordance with Section III, below, which prescribes the amount of each payment, the specified Deliverable(s) that must be received and approved prior to each payment, and the projected payment date.

Or

Not applicable

C. If I.A.2. applies, place an "X" beside any of the following that apply:

1. The total payment includes amounts, which are set aside for specified activities as described in Section IV, below. Records shall be kept by the Contractor to account for amounts earned for each activity. In the event that the full amount set aside for any activity is not earned, the unearned amount shall revert to the Department and shall be reflected as an adjustment to the final payment.

2. Contract payments shall be based on a system of rates as prescribed in Section V, below, which shall account for all or a portion of the total contract payment also as prescribed in Section V, below.

II. As specified in Section I.A., the amount of the total payment, or the amount that the total payment shall not exceed is the following: Sixty-two thousand nine hundred and sixty dollars and no cents (\$62,960.00), or (\$31,480.00 per ES). This amount incorporates a 21.3% non-federal funds Match (\$17,040), or (\$8,520.00 per ES), deducted on behalf of the school district as a condition of this contract, as referenced under Manner of Service(s) Provision, Attachment A, Section C., 2. (g). (Match Breakdown: \$80,000 - \$17,040 = \$62,960 in total or \$40,000.00 - \$8,520.00 = \$31,480.00 per ES).

III. The schedule of progress payments, the Deliverable(s) required to be received and approved, and the projected payment dates are set forth below. The actual date of payment shall be governed by the receipt and approval of the Deliverable(s), not by the projected payment date which is included to assist in planning the Contract activities and managing the project.

Major Deliverable Price	Projected Date	Description of Deliverable(s):	Source Document Page		
(8,000.00) Match (4,000.00 per ES)	<u>Sep 15, 2016</u>	A Monthly report to be submitted to the DVR Contract Manager documenting CBWE services provided to the DVR SE IPE students by the ES directly related to the Scope of Services (Attachment A). The report must include the number of students served during the report period; the specific services provided each student by the employment specialist, as listed in Attachment A, Section C.,4, and the level of progression per student. These services must be documented electronically in REBA TPCA in the form of a SPR and a CBWE Rating Form and submitted to the VR Counselor for approval at the end of each month, for a ten (10) month period.	<u>Attachment A, Section C., 4 (Table 1)</u>		
(8,000.00) Match (4,000.00 per ES)	<u>Oct 15, 2016</u>				
(1040.00) Match (520.00 per ES) 6,960.00 (3,480.00 per ES)	<u>Nov 15, 2016</u>				
8,000.00 (4,000.00 per ES)	<u>Dec 15, 2016</u>				
8,000.00 (4,000.00 per ES)	<u>Jan 15, 2017</u>				
8,000.00 (4,000.00 per ES)	<u>Feb 15, 2017</u>			A signed monthly Time Certification document as evidence that each ES dedicated 100% of their time during the school year and during school hours providing the services described in this Arrangement to DVR SE IPE students.	<u>Attachment A, Section C., 4 (Table 2)</u>
8,000.00 (4,000.00 per ES)	<u>Mar 15, 2017</u>				
8,000.00 (4,000.00 per ES)	<u>Apr 15, 2017</u>			DVR Counselor documentation that the School District provided a minimum of six (6) DVR SE IPE students (per employment specialist) with a CBWE by the end of the school year.	
8,000.00 (4,000.00 per ES)	<u>May 15, 2017</u>				
8,000.00 (4,000.00 per ES)	<u>Jun 15, 2017</u>				

IV. The amounts included in the total payment which are set aside for specified activities in accordance with Section I.C.1, above, the specified activity to which each amount pertains, and the criteria under which the Contractor earns portions of the amount which is set aside are described below: **Not Applicable.**

- Amount Set Aside: \$
- Description of Activity:
- Criteria for Earning Portion of the Amount which is set aside:

V. The system of rates upon which contract payments are based is prescribed as follows: **Not Applicable.**

A. As applicable, the type of work or the professional designation of a worker to whom the rate applies, the dollar amount of the rate, and the time unit covered by the rate amount are set forth below:

- Dollar Amount: \$
- Per Time Unit:
- Type of Work or Professional Designation of a Worker:

B. As needed, further description or explanation of the information prescribed in Section V.A, above, such as but not limited to conditions precedent to the commencement of work, payment caps by category, or conditions under which the time unit or dollar amount may be adjusted are as follows:

C. Each invoice which requests a payment based upon the system of rates:

- shall identify the pertinent dollar amount per time unit and the category of type of work, or professional designation of worker, in language which corresponds to subsection V.A, above;
- shall specify the totals of the time units and amount of payment sought for each category of type of worker and for each worker, and,
- shall be documented by time and performance records which are adequate for preaudit and postaudit.

VI. For purchases pursuant to state term contracts, the total payment for completion of all requirements of the Contract which makes specific the Department's procurement under a State Term Contract awarded to the Contractor by the Department of Management Services reflects a savings to the Department in comparison to the total projected amount for the same work under the rates established in the State Term Contract No. _____, as explained below: **Not Applicable.**

VII. Federal funds awarded through the Department by this Contract, if any: **None \$** _____.

DISCLOSURE STATEMENT
State of Florida, Department of Education
Contract No.: 17-

Contractor represents and warrants as a material inducement to the State of Florida, Department of Education ("Department"), to enter the above referenced Contract that:

1. Neither Contractor, nor any officer, agent or employee of Contractor has now or ever has had any private business venture with the following individuals (hereinafter called "Agency Personnel"): Members of the State Board of Education, the Board of Governors, the Commissioner of Education, the Contract Manager named in the Contract, or the members of the Senior Management Service or Selected Exempt Service presently employed by Department or the State Board of Education; and

2. Neither Contractor, nor any officer, agent or employee of Contractor has given or offered to give money or anything else of value to any one or more of the Agency Personnel, or to any other person, in consideration for Contractor's selection as Contractor; and

3. Contractor knows of no fact or incidence of wrongdoing surrounding its selection as Contractor that, if disclosed to the Department would call into question Contractor's selection as Contractor or its fitness or ability to meet all of its legal and ethical obligations under the Contract.

Name of Contractor

Signature

(If Corporation, Partnership or D/B/A):

Title

Address

Phone/ Fax

Sworn to and subscribed before me this ____ day of _____, _____, by
_____, who is personally known to me or who produced
_____ for identification.

Signature of Notary Public

Name of Notary Public

My Commission expires:

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

Contract No. 17-XXX

- I. Pursuant to S. 287.058(1), Florida Statutes ("F.S.):
- A. Bills for fees or other compensation for services or expenses shall be submitted in detail sufficient for a proper preaudit and postaudit thereof.
 - B. Travel expenses will be reimbursed only if expressly authorized by the terms of the Contract. Bills for any travel expenses shall be submitted in accordance with s. 112.061, F.S.
 - C. The Department may unilaterally cancel this Contract if the Contractor refuses to allow access by members of the public to all documents, papers, letters and materials made or received in conjunction with the Contract that are subject to Chapter 119, F.S., and are not exempt from public inspection by s. 119.071, F.S., or by other provisions of general or special law.
 - D. The Deliverables specified in the Contract must be received and accepted in writing by the Department's Contract Manager before Contractor is entitled to payment.
 - E. To complete this Contract, all services must be performed and/or goods received on or before the date(s) specified in the Contract.
 - F. If this Contract is expressly renewable, it may be renewed for a period that may not exceed three years or the term of the original contract, whichever is longer. The renewal price for the contracted service is set forth in the bid, proposal, reply. Cost for renewal shall not be changed. Renewals shall be contingent on satisfactory performance evaluations by the Department and subject to the availability of funds. Exceptional purchase contracts pursuant to s. 287.057(3)(a) and (c), F.S., may not be renewed.
- II. In fulfilling its obligations under this Contract and Chapter 119, F.S., Contractor must comply with the requirements outlined in s. 119.0701, F.S. If Contractor fails to comply with a public records request pursuant to Chapter 119, F.S., the Department may take any action under this Contract necessary to ensure compliance with Florida's public records laws, including, but not limited to, demanding compliance with a public records request, seeking indemnification from Contractor regarding an action brought to enforce a public records request sent to Contractor, or terminating the Contract. Pursuant to s. 119.0701, F.S., Contractor must:
- A. Keep and maintain public records that ordinarily and necessarily would be required by the Department in order to perform the service;
 - B. Provide the public with access to public records on the same terms and conditions that the Department would provide the records and at a cost that does not exceed the cost provided in chapter 119, F.S., or as provided by law;
 - C. Ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law; and
 - D. Meet all requirements for retaining public records and transfer, at no cost, to the Department all public records in possession of the Contractor upon termination of this Contract and destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to the Department in a format that is compatible with the information technology systems of the Department.
- III. The Contractor shall prepare an invoice for the amount due and mail it to the Department of Education Comptroller after having delivered the products and services required under this Contract to the Contract Manager. The invoice shall set forth details sufficient for a proper pre-audit and post-audit including, where applicable, the products and services delivered and completion dates. Upon receipt of the invoice, the Department of Education Comptroller will request confirmation from the Contract Manager that the delivered products and services are satisfactory and payment is due. If for any reason they are not satisfactory, payment will be withheld until the unsatisfactory condition or conditions are corrected. Upon receipt of the Contract Manager's approval, the Department of Education Comptroller shall process each invoice in accordance with the provisions of s. 215.422, F.S.
- A. Contractor agrees to submit invoice within thirty (30) days of the Department's acceptance of deliverables. It is understood that should Contractor fail to submit invoice within thirty (30) days following the Department's acceptance of the deliverables, the Department shall not be responsible for payment thereof under this contract or quantum meruit.
- IV. Section 215.422, F.S., provides that agencies have five (5) working days to inspect and approve goods and services, unless bid specifications or the Contract specifies otherwise. With the exception of payments to health care providers for hospital, medical, or other health care services, if payment is not available within forty (40) days, measured from the latter of the date the invoice is received or the goods or services are received, inspected and approved, a separate interest penalty set by the Comptroller pursuant to s. 55.03, F.S., will be due and payable in addition to the invoice amount. To obtain the applicable interest rate, please contact the Department's Fiscal s. at 850/245-0401 or Purchasing Office at 850/245-0483. Payments to health care providers for hospitals, medical, or other health care services, shall be made not more than thirty-five (35) days from the date of eligibility for payment is determined, and the daily interest rate is .02740 percent. Invoices returned to a vendor due to preparation errors will result in a payment delay. Invoice payment requirements do not start until a properly completed invoice is provided to the agency. A Vendor Ombudsman, whose duties include acting as an advocate for vendors who may be experiencing problems in obtaining timely payment(s) from a State Agency, may be contacted at 866/352-3776 or by calling the Chief Financial Officer's Hotline, 800/342-2762.
- V. As used in this Contract, the term "Deliverable" refers to tangible "commodities", as defined in s. 287.012(5), F.S., which the Contractor provides pursuant to the Contract and to reports or other tangible or documentary evidence which demonstrate that the Contractor has performed the services required by the Contract. The following provisions govern Deliverables, as applicable:
- A. Each Deliverable must be physically delivered to the Department's Contract Manager, or to a person designated by the Contract Manager. If delivery is made to a designee, the Contractor shall give written notice to the Contract Manager of the delivery. A Deliverable is not received until the Contract Manager has physical control of deliveries or has written notice that the designee has physical control.
 - B. In each case in which the approval of a Deliverable is dependent upon tests being conducted by the Department or Contractor, independently or jointly, the Department's inspection and approval of the Deliverable shall not be subject to the five (5) day provision in s. 215.422, F.S., but shall be governed by the terms and conditions of the acceptance testing plan as stated in Attachment A, until approved in accordance with the plan.
 - C. In each case of a Deliverable of information technology, as defined at s. 287.012(14), F.S., unless specified otherwise in Attachment A, the acceptance testing plan is deemed to include as a minimum the reliable performance of the information technology in accordance with its design specifications in:
 - 1. a test environment that simulates the production environment as much as is reasonably possible; and
 - 2. the production environment for which it is intended for a period of time sufficient for the information technology to have experienced the major foreseeable exigencies of the production functions.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
STATEMENT OF WORK – ATTACHMENT C
STANDARD TERMS AND CONDITIONS**

- D. The Department's inspection, including testing when applicable, shall determine whether or not the Deliverables appear to be in compliance with the Contract. The Contractor shall be notified in writing of any apparent deficiency. The written notice shall detail the specific action required by the Contractor to correct the deficiency. The Contractor shall timely correct such deficiency and resubmit the deliverable for acceptance.
- VI. The Contractor represents and agrees that information submitted in support of its requests for payment is the basis of payment and is true and accurate to the best of knowledge of the responsible signatory. A violation of this provision shall subject the violator to the provisions of s. 68.082, F.S., pertaining to false claims against the State, and/or s. 837.06, F.S., pertaining to false official statements.
- VII. This paragraph applies if this Contract expires in a fiscal year subsequent to the fiscal year in which the Contract is entered. The State of Florida's fiscal year comprises July 1 through June 30. The Department's and State of Florida's performance and obligation to pay under this Contract is contingent upon an annual appropriation by the Legislature.
- VIII. Notwithstanding anything to the contrary contained in a State Term Contract, Contractor warrants that all commodities, as defined in s. 287.012, F.S., shall meet the specifications of the Contract and shall be merchantable and fit for the particular purposes intended by the Contract.
- IX. The Contractor further warrants that as to each Deliverable produced pursuant to this Contract, Contractor's production of the Deliverable, and the Department's use of the Deliverable, will not infringe on the copyrights of any third party. This provision applies to each work of authorship in which copyrights subsist pursuant to 17 U.S.C. Sections 102-105 and to each exclusive right established in 17 U.S.C. Section 106. In furtherance of this provision the Contractor additionally warrants that:
- A. As to each work of software or other "information technology", as defined in s. 287.012(15), F.S., in which copyrights subsist, the Contractor has acquired the rights by conveyance or license to any third party software or other information technology, which was used to produce the Deliverable;
- B. As to each image and sound recording incorporated into a Deliverable, the Contractor has acquired the necessary rights, releases, and waivers from the person whose image or sound is included, or from the holder of the copyrights subsisting in the literary, musical, dramatic, pantomime, choreographic, pictorial, graphic, sculptural, motion pictures, audiovisual work or sound recording from which the included image or sound recording was taken.
- X. The Contractor further warrants that the Contractor shall not disclose to any third party, without the express, prior, written approval of the Department, any personally identifiable information about any student. This applies to information which came from any record or report of a Florida public education institution or from any education record which is subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g. The terms "record a report" and "student" shall have the meanings prescribed in s. 1002.22(2)(c) and (d), F.S. The term "educational record" shall have the meaning prescribed in 20 U.S.C. Section 1232g(a)(4).
- XI. In the event that the Governor and Cabinet are required to impose a mandatory reserve on appropriations, the Department shall amend this Contract to place in reserve the amount determined by the Department of Education to be necessary because of the mandatory reserve. Such amendments may provide for adjustments in the Deliverable products and services as may be necessary.
- XII. Intellectual property is subject to following additional provisions:
- A. Anything by whatsoever designation it may be known, that is produced by, or developed in connection with, this Contract shall become the exclusive property of the of the State of Florida and may be copyrighted, patented, or otherwise restricted as provided by Florida or federal law. Neither the Contractor nor any individual employed under this Contract shall have any proprietary interest in the product.
- B. With respect to each Deliverable that constitutes a work of authorship within the subject matter and scope of U.S. Copyright Law, 17 U.S.C. Sections 102-105, such work shall be a "work for hire" as defined in 17 U.S.C. Section 101 and all copyrights subsisting in such work for hire shall be owned exclusively by the Department pursuant to s. 1006.39, F.S., on behalf the State of Florida.
- C. In the event it is determined as a matter of law that any such work is not a "work for hire", Contractor shall immediately assign to the Department all copyrights subsisting therein for the consideration set forth in the Contract and with no additional compensation.
- D. The foregoing shall not apply to any preexisting software, or other work of authorship used by Contractor, to create a Deliverable but which exists as a work independently of the Deliverable, unless the preexisting software or work was developed by Contractor pursuant to a previous Contract with the Department or a purchase by the Department under a State Term Contract.
- E. The Department shall have full and complete ownership of all software developed pursuant to the Contract including without limitation:
1. The written source code;
 2. The source code files;
 3. The executable code;
 4. The executable code files;
 5. The data dictionary;
 6. The data flow diagram;
 7. The work flow diagram;
 8. The entity relationship diagram; and
 9. All other documentation needed to enable the Department to support, recreate, revise, repair, or otherwise make use of the software.
- XIII. The Department reserves the right, at its option, to issue a change order to delete work tasks reducing the total Contract amount by up to 10%. An addition of work tasks within the scope of the Contract, an increase in the total Contract amount, or a decrease of more than 10% of the total Contract amount, shall be implemented only by a Contract amendment signed by both the Department and the Contractor.
- XIV. Pursuant to s. 216.347, F.S., no funds awarded under this Contract may be used for the purpose of lobbying the Legislature, the judicial branch, or a State agency.
- XV. The Contractor understands that s. 20.055, F.S., requires every contractor and subcontractor to cooperate with the Department's Inspector General in any investigation, audit, inspection, review, or hearing; and the Contractor shall comply with this requirement. The Contractor shall grant access to all records pertaining to the Contract to the Department's Inspector General, General Counsel and other agency representatives, the State Auditor General, the Office of Program Policy and Government Accountability, and the Chief Financial Officer.

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- XVI. The Contractor agrees to permit onsite visits by designated Department employees or agents to conduct audits to ensure compliance with Section 20.055, Florida Statutes. These audits may require Department access to records and data, computers and communications devices, and other materials whether owned or operated by the Contractor. Access may include, but is not limited to, user level and/or system level access to any computing or communications device; access to information (electronic, hardcopy, etc) that may be produced, transmitted or stored on the Contractor's equipment or premises; access to work areas; and access to interactively monitor and log traffic on the Contractor's networks.
- XVII. The Contractor must carry general liability insurance, which shall include errors and omissions coverage. The amount of coverage shall be a minimum of \$1,000,000 or the aggregate total of all contractual agreements between the Contractor and the agencies and political subdivisions of the State of Florida, whichever is greater. The Contractor shall add the Department as an additional insured on the general liability coverage. The insurance shall cover all of the Contractor's operations under this Contract and shall be effective throughout the Term of this Contract, as well as any renewals or extensions thereto. It is not the intent of this Contract to limit the types of insurance otherwise required by this Contract or that the Contractor may desire to obtain or be required to obtain by law. The Contractor must submit a Certificate of Insurance indicating coverage for general liability purposes and additional insured coverage, and shall maintain and pay for same throughout the Term of this Contract. A Certificate of Insurance indicating adequate coverage shall be submitted to the Department prior to the time the Contract is entered. Any and all insurance policies shall be through insurers qualified to do business in Florida.
- XVIII. The Contractor agrees to provide the Department upon execution of this Contract with a performance bond or other security deposited with the Department in the total amount of the Contract or another amount if specified in the procurement specifications or Attachment A, guaranteeing that the Contractor will perform all work according to this Contract, within the time and price specified in the Contract. A performance bond shall be issued from a surety company, qualified to do business in Florida.
- XIX. The Contractor may not assign or subcontract all or any portion of this Contract without the advance written consent of the Department.
- XX. In all cases in which the Contractor, with the advance written consent of the Department, assigns or subcontracts, all or any portion of the Contract:
- A. The Contractor shall monitor the subcontractor or assignee and establish controls to avoid or mitigate risks identified by the Department or the Contractor; and
 - B. The Contractor shall allow the Department to monitor subcontractor or assignee activity and compliance, and the Contractor shall require the subcontractor or assignee to promptly submit to the Department, at the Department's request, complete and accurate documentation pertaining to the subcontract or the Contract.
- XXI. The Contractor shall coordinate with and assist the Department's Contract Manager in the performance of the latter's responsibilities, which include without limitation:
- A. Monitoring the activities of the Contractor;
 - B. Receiving and reviewing the reports of the Contractor to determine whether the objectives of the Contract are being accomplished;
 - C. Receiving and reviewing the invoices for payment of funds to assure that the requirements of the Contract have been met and that payment is appropriate;
 - D. Evaluating the process used by the Contractor to monitor the activities of any subcontractor or assignee; and
 - E. Accessing, directly, the subcontractors and assignees, as the Contract Manager deems necessary.
- XXII. This Contract may not be modified unless in writing signed by the Department and the Contractor.
- XXIII. The Department and the Contractor waive application of the principle of contract construction that ambiguities are to be construed against a contract's drafter, and agree that this Contract is their joint product.
- XXIV. The Department and the Contractor acknowledge that they have had their respective attorneys review and approve this Contract or that they have had the opportunity to do so.
- XXV. This Contract shall be governed by the laws of the State of Florida, and venue for purposes of any action brought to enforce or construe the Contract shall lie in Leon County, Florida.
- XXVI. Failure of the Department to declare any default immediately upon the occurrence or knowledge thereof, or delay in taking any action in connection therewith, does not waive such default. The Department shall have the right to declare any such default at any time and take such action as might be lawful or authorized under the Contract, at law, or in equity. No Department waiver of any term, provision, condition or covenant of the Contract shall be deemed to imply or constitute a further Department waiver of any other term, provision, condition or covenant of the Contract, and no payment by the Department shall be deemed a waiver of any default under the Contract.
- XXVII. Time is of the essence with regard to each and every obligation of the Contractor contained in the Contract. Each such obligation is deemed material, and a breach of any such obligation (including a breach resulting from the untimely performance thereof) shall constitute a material breach.
- XXVIII. The Contractor shall indemnify and hold harmless the Department, its attorneys, agents and employees, from and against any and all third party claims, suits, debts, damages, and causes of action, whatsoever, whether arising in law or in equity, arising out of or relating to Contractor performance or failure to perform under this Contract. The indemnification shall include reasonable attorney fees and costs incurred by the Department, its attorneys, agents and employees, in the defense of any such claim, suits or causes of action, as aforesaid.
- XXIX. This Contract may be cancelled by written agreement of the Department and the Contractor specifically referencing this Contract. Such agreement shall specify the remaining measures necessary to be taken by each party.
- XXX. The Department reserves the right to cancel this contract without cause by giving the Contractor thirty (30) days written notice.
- XXXI. Should Contractor fail to perform to Contract terms and conditions, Contractor shall be notified in writing, stating the nature of the failure to perform and providing a time certain (which shall be not less than ten (10) days following receipt of such notice) for correcting the failure. Such failure to perform shall otherwise be dealt within accordance with Rule 60A-1.006, F.A.C.
- XXXII. A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid on a contract to provide any goods or services to a public entity, may not submit a bid on a contract with a public entity for the construction or repair of a public building or public work, may not submit bids on leases of real property to a public entity, may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity, and may not transact business with any public entity in excess of the threshold amount provided in s. 287.017, F.S., for CATEGORY TWO for a period of thirty-six (36) months from the date of being placed on the convicted vendor list.

**STATE OF FLORIDA, DEPARTMENT OF EDUCATION
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- XXXIII. The employment of unauthorized aliens by any contractor is considered a violation of Section 274A(e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to State of Florida Executive Order No. 11-116, Contractor shall utilize the U.S. Department of Homeland Security's E-Verify system to verify the employment of all new employees hired by the Contractor during the contract term. Also, Contractor shall include in related subcontracts a requirement that subcontractors performing work or providing services pursuant to the Contract utilize the E-Verify system to verify employment of all new employees hired by the subcontractor during the contract term.
- XXXIV. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions
- A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. The Department may cancel this contract if an attached explanation is not acceptable to the Department or the Federal government.
- XXXV. MyFloridaMarketPlace
- A. MyFloridaMarketplace Vendor Registration
Each Vendor doing business with the State of Florida for the sale of commodities or contractual services as defined in section 287.012, Florida Statutes, shall register in MyFloridaMarketPlace, in compliance with Rule 60A-1.030, Florida Administrative Code, unless exempt under Rule 60A-1.030(3) Florida Administrative Code.
- B. MyFloridaMarketplace Transaction Fee
The State of Florida, through the Department of Management Services, has instituted MyFloridaMarketPlace, a statewide eProcurement system. Pursuant to section 287.057(22), Florida Statutes, all payments for commodities and/or contractual services as defined in Section 287.012, Florida Statutes, shall be assessed a Transaction Fee which the Vendor shall pay to the State, unless exempt under Rule 60A-1.032, Florida Administrative Code. Notwithstanding the provisions of Rule 60A-1.030, et seq., the assessment of a transaction fee shall be contingent upon Federal approval of the transaction fee assessment program and continued payment of applicable federal matching funds.
For payments within the State accounting system (FLAIR or its successor), the Transaction Fee shall, when possible, be automatically deducted from payments to the Vendor. If automatic deduction is not possible, the Vendor shall pay the Transaction Fee pursuant to Rule 60A-1.031(2), Florida Administrative Code. By submission of these reports and corresponding payments, Vendor certifies their correctness. All such reports and payments shall be subject to audit by the State or its designee.
The Vendor shall receive a credit for any Transaction Fee paid by the Vendor for the purchase of any item(s) if such item(s) are returned to the Vendor through no fault, act, or omission of the Vendor. Notwithstanding the foregoing, a Transaction Fee is non-refundable when an item is rejected or returned, or declined, due to the Vendor's failure to perform or comply with specifications or requirements of the agreement.
Failure to comply with these requirements shall constitute grounds for declaring the Vendor in default and recovering reprocurement costs from the Vendor in addition to all outstanding fees. **VENDORS DELINQUENT IN PAYING TRANSACTION FEES MAY BE EXCLUDED FROM CONDUCTING FUTURE BUSINESS WITH THE STATE.**
- XXXVI. The Contractor shall comply with all applicable Federal, State and County laws, ordinances, rules, and regulations applicable to the Contractor and applicable to its performance under this Contract.
- XXXVII. Contractors, providers, and partners employed by the Department or acting on behalf of the Department shall comply with Florida Administrative Code (F.A.C.) 71A-1.005 (1)-(3), and fully comply with all information technology security policies.
- XXXVIII. If this Contract is for goods or services over \$1,000,000, this Contract may be terminated at the option of the Department if the Contractor is found to have submitted a false certification as provided under subsection 287.135(5), F.S., been placed on the Scrutinized Companies with Activities in Sudan List or the Scrutinized Companies with Activities in the Iran Petroleum Energy Sector List, or been engaged in business operations in Cuba or Syria.
- XXXIX. This Contract may be executed in multiple counterparts, each of which shall be deemed to be an original and all of which shall constitute one contract, notwithstanding that all parties are not signatories to the original or the same counterpart, or that signature pages from different counterparts are combined, and the signature of any party to any counterpart shall be deemed to be a signature too and may be appended to any other counterpart.

**COST ANALYSIS INSTRUCTIONS FOR NON-COMPETITIVELY PROCURED
AGREEMENTS IN EXCESS OF CATEGORY II**

1. Agencies (Contractor) must complete (first 3 columns) of a cost analysis worksheet for the original contract and any amendment that affects the amount of compensation and/or the level of services provided.
2. Each separate line item must be evaluated to determine whether the cost is allowable, reasonable and necessary. Each miscellaneous cost must be specifically identified.
3. To be allocated to a program, a cost must be related to the services provided. If the cost benefits more than one program, a determination must be made that the cost is distributed in a reasonable and consistent manner across all benefiting programs.
4. To be allowable, a cost must be allowable pursuant to state and federal expenditure laws, rules and regulations and authorized by the agreement between the state and the provider.
5. To be reasonable, a cost must be evaluated to determine that the amount does not exceed what a prudent person would incur given the specific circumstances.
6. To be necessary, a cost must be essential to the successful completion of the program. Indirect costs/overhead should be evaluated to determine that the rate is reasonable.
7. Agencies must retain documentation in agency files to support the conclusions reached as shown on the *Cost Analysis for Non-Competitively Procured Agreements in Excess of Category II* form.

Job Description

THE SCHOOL BOARD OF _____ COUNTY

Third Party Cooperative Arrangement (TPCA) Employment Specialist

JOB DESCRIPTION

QUALIFICATIONS:

- (1) High School diploma or equivalent or AA or AS from an accredited educational institution (preferred)
- (2) Prior experience as secondary teacher assistant working with students with significant cognitive, physical, or mental disabilities or vocational certification
- (3) Valid Florida Driver's license

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of current trends, research, and best practices related to adult and vocational education and the exceptional student education (ESE) population. Ability to collaborate with Vocational Rehabilitation (VR) Counselors, community employers, and members of School Transition IEP teams to support students with disabilities who have a significant cognitive, physical, or mental impairment which constitutes or results in a substantial impediment to employment. Possess basic mathematics skills and English skills to read and interpret applicable laws, rules, policies, and procedures. Ability to follow written and verbal instructions and communicate effectively orally and in writing. Ability to plan, organize, and prioritize tasks. Ability to analyze, interpret, and use data in decision making. Ability to make presentations to a variety of audiences. Ability to use computer hardware and software. Knowledge of community. Ability to work effectively with business and industry. Willingness to attend training and in-service relevant to responsibilities of employment.

REPORTS TO: Director of Exceptional Student Education or Designee

JOB GOAL

Provide community based work experience supports and services to VR eligible Supported Employment transition students with an IPE that will help them develop relevant post high school employment goals and job readiness skills and achieve successful postsecondary employment outcomes.

SUPERVISES: TPCA students

PERFORMANCE RESPONSIBILITIES:

1. Plan, meet, and collaborate with ESE students, VR Counselors, District ESE personnel, and parents regarding implementation of VR Individual Plan for Employment (IPE) and Transition Individual Education Plan (TIEP).
2. Collect, monitor, and document ESE data and student portfolio information required by DOE



Job Description

PERFORMANCE RESPONSIBILITIES:

1. Plan, meet, and collaborate with ESE students, VR Counselors, District ESE personnel, and parents regarding implementation of VR Individual Plan for Employment (IPE) and Transition Individual Education Plan (TIEP).
2. Collect, monitor, and document ESE data and student portfolio information required by DOE as related to job placement of students.
3. Administer formal and informal vocational/career assessments.
4. Collaborate with employers and ESE OJT coaches to develop and/or identify worksites and work experience opportunities consistent with the expectations outlined in the student's TIEP and IPE.
5. Develop paid and non-paid community based work experiences through job development and networking activities with community employers.
6. Place at least six (6) students during the school year in a Career Based Work Experience (CBWE) program as specified in the student's Transition Individual Education Plan (TIEP) and the Vocational Rehabilitation Individual Plan for Employment (IPE).
7. Collaborate with ESE OJT Coaches and VR Counselors to facilitate transportation training as needed.
8. Transport TPCA students or arrange for TPCA student transportation to CBWE worksites.
9. Develop Pre CBWE learning activities (i.e.: soft skill training, mock interviews)
10. Develop Pre CBWE preparation activities (i.e.: job shadows, informational interviews)
11. Provide CBWE preparation assistance (i.e.: hygiene, grooming)
12. When appropriate, provide worksite consultation to identify barriers to employment.
13. Provide Job Coaching services.
14. Provide Job Retention services.
15. Provide the support services necessary to enable successful community work experiences for transition student participants who are also VR eligible with an IPE.
16. Monitor and evaluate student progress and performance at the CBWE worksite.
17. When appropriate, negotiate with employers regarding providing worksite accommodations.
18. Establish, maintain, and submit records associated with TPCA into Rehabilitation Electronic Billing Application (REBA) (i.e.: Student Progress Reports, CBWE Rating Forms, CBWE Site Rating Forms)
19. Promote and encourage students to participate in career/vocational exploration activities.
20. Respond to inquiries and concerns in a timely manner.
21. Keep supervisor informed of potential problems or unusual events.
22. Communicate regularly with VR counselor.
23. Serve on and attend district employee for employment related and Interagency Committee meeting.
24. Attend Rotary, Chamber of Commerce, or Business Leadership Network meetings
25. Represent the District in a positive and professional manner and maintain student confidentiality.
26. Utilize appropriate strategies and problem-solving tools to make decisions.
27. Demonstrate initiative in identifying potential problems or opportunities for improvement and take appropriate action.
28. When necessary, assume an active participatory role at school based TIEP meetings representing vocational rehabilitation (VR) individuals.
29. In a timely manner, communicate with parents of students regarding VR eligibility status.
30. Encourage ESE on the job training students to acquire additional technical education skills by enrolling at the local career and technical institute.
31. Attend DOE sponsored and district sponsored staff development workshops as appropriate.



Job Description

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

CBI (Pre-CBWE) STUDENT ASSESSMENT

School Year: 20__ - ____

Student Name: _____ Date of Birth: _____ Exceptionality (ies): _____

ES Name: _____ VR Counselor Name: _____

CBI Assessment Date: _____

Evaluating Site _____ Evaluation Completed by: _____

Employment Goal for CBWE: _____

	Key: 1 = Lowest (Dependent) 5 = Highest (Independent)					Comments
	1	2	3	4	5	
Safety						
Belongings put in safe place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is aware of surroundings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Money put in safe place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Protects self from vulnerability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Follows directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behavior/Social						
Appropriate behavior/manners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ability to get along with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is dependable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has acceptable public behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Waits for change when paying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Waits in line until called	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has everything ready for trip (CBI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate voice volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expresses needs appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Good eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Skills						
Understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates thoughts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Work Attitude	Key: 1 = Lowest (Dependent) 5 = Highest (Independent)					Comments
	1	2	3	4	5	
Accepts criticism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Changes when corrected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Respects authority/adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Frustration tolerance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hygiene						
Appearance is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays good cleanliness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading (recognizes/understands)						
Safety words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Direction words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shopping list items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aisle signs in stores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Store circulars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restaurant menu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pictures of food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pictures for restaurant menu items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Survival signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Locating a restroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Math						
Reading prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counts bills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Counts change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adding money amounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sales tax	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restaurant tip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Job Coaching



- One-on-one training, teaching and going over communication, social and employability skills
- Assist the individual to learn new and to adjust to the work environment/schedule
- Assist in developing and implementing vocational checklist and task analysis
- Provide by side support using prompts, verbal/visual cues
- Provide support to the individual outside of the workplace to discuss and counsel around the feeling or practical issues that arise in new situations
- Depending on a student's level of functioning, supervision varies from maximum one: one to minimal with natural supports in the job site identified
- The job coach can assist the student in performing certain aspects of the job until the student is able to perform the duties independently.
- Model appropriate job behaviors for the student to follow
- Being available to help the student problem solve any issue
- Making sure that a support system is available for each student on and off of the job sit
- Monitoring as needed
- On Call for TA to employers
- Provide specialized training for employer
- Ensure accommodations are in place
- Be available to answer questions
- Modeling
- Job carving
- Verbal or sign cuing
- Picture card sequencing for tasks
- Referral to One Stop Center
- SSA Monthly wage reporting assistance
- Housing or meal planning for employment
- On-going communication with family
- Develop services that will facilitate the students success and/or assist the employer
- Making work charts to post at their jobsite for them to refer back to.
- Working side by side with the student until they are comfortable in their position. Making sure they are dressed appropriately, help with transportation if needed
- Provide Job Coaching with fading supports (progressing to a consultation model)
- Provide assistance in filling out paper or computer based job applications
- Provide business tours
- Help fill out FAFSA forms and VERTICAL Program applications if the CBWE student is going to college for further training



4070 Esplanade Way
Tallahassee, FL 32399
RehabWorks.org

Job Retention



Communication

- Communicating with the employer about the student's progress or area(s) difficulty
- Strong communication with Employer-Supervisor
- Open communication with student and supervisor of the work site.
- Following up on the employer's suggestions for the progress of the employee, by relaying the information
- in class or 1:1 opportunities for Q&A
- Reminders for appropriate hygiene, dress codes, and/or behaviors
-

Support/TA

- Job coaching
- Providing support if difficulties arise
- Retrain if necessary and follow-up to ensure things are improving satisfactorily
- Frequent observations
- Frequent progress checks with supervisors and students
- Follow-ups with supervisors and students for any additional training needs
- Assist with writing proper notes to request an absence
- Assist with calls for sick days (ask to swap a day when possible)
- Working alongside a student without natural supports
- Find ways to help students succeed (one step directions, making a list to post at their job site for them to refer back to)
- Intervention if there are issues or behaviors on the job that might result in the student losing the CBWE opportunity.
- Encourage questions
- Encourage initiation
- On the job show examples of ways to complete task & discuss which is quicker, easier, more efficient, with end result being what the employer expects & needs

Transportation

- Transportation and/or assistance with arrangements for transportation to and from job site
- Assist in securing community transportation services, transportation training and assistance in scheduling transportation to and from CBWE sites.



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Tallahassee, FL 32399
RehabWorks.org

STUDENT CBWE PRE-, MID-, AND POST-ASSESSMENT

School Year: 20__ - __

Student Name: _____ Date of Birth: _____ Exceptionality (ies): _____

ES Name: _____ VR Counselor Name: _____

CBWE Pre-Assessment Date: _____ CBWE Mid-Assessment Date: _____ CBWE Post-Assessment Date: _____

Evaluating Site _____ Evaluation Completed by: _____

Employment Goal for CBWE: _____

- Level of Support Required to Achieve Key:**
- 1 – Never Independent – 0% of the time (Student relies completely on prompts and cues)
 - 2 – Occasionally Independent – 25% of the time
 - 3 – Somewhat Independent – 50% of the time
 - 4 – Mostly Independent – Independent 75% of the time
 - 5 – Independent – 100% of the time (Student is self-sufficient and Self-directed)

*Indicates items assessed also by Site Supervisor on CBWE Rating Form

	Demonstrated Y/N	Level of Support Required to Achieve:					Comments
		1	2	3	4	5	
Personal Care Skills							
Hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grooming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Properly clothed for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pre-work nutrition need met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work nutrition needs prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Related Behaviors							
Complies with attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practices punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Punches in and out when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interacts with supervisor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Demonstrated Y/N	Level of Support Required to Achieve:					Comments
		1	2	3	4	5	
Generalized Skills							
Communicates orally		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates in writing		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses appropriate voice volume		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates thoughts/ideas appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands/follows written directions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands/follows oral directions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Expresses needs appropriately		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicates feelings		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Systems (telephone/voicemail/ email use)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Applies work-related terminology		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Problem-solving		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Organization and prioritization		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interest in occupational area		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self-Regulation							
Self-awareness							
Self-directed							
Self-motivating							
Self-supervising							
Comment							

Community Based Work Experience (CBWE) Rating Form

Student _____ Student ID# _____ School _____ Grade _____ Teacher _____ Employment Specialist _____ Evaluation Period _____	Scale E= Excellent S= Satisfactory N= Needs Improvement <small>ONLY RATE ITEMS THAT HAVE BEEN OBSERVED OR ARE APPLICABLE</small>	CBWE Information (Site Supervisor Signature Required) Business _____ Phone # _____ Start Date _____ Student's Department _____ Site Supervisor Print _____ Site Supervisor Signature _____
WORK RELATED BEHAVIORS:	Scale E/S/N	ES Notes:
1. Has good attendance	E S N	
2. Personal appearance – hygiene and appropriate attire	E S N	
3. Adheres to safety expectations	E S N	
4. Follows directions	E S N	
5. Stays on task during work time	E S N	
6. Cooperatives with supervisor/co-workers	E S N	
7. Able to work independently	E S N	
8. Accepts suggestions for improvement	E S N	
9. Willing to learn new tasks	E S N	
10. Maintains a positive attitude	E S N	
11. Demonstrates reliability	E S N	
12. Demonstrates initiative	E S N	
13. Demonstrates flexibility and accepts changes	E S N	
14. Accepts constructive criticism	E S N	
15. Demonstrates appropriate behaviors	E S N	
GENERALIZED SKILL OUTCOMES:	Scale E/S/N	ES Notes:
16. Communicates needs and asks questions	E S N	
17. Understands/follows oral directions	E S N	
18. Understands/follows written directions (when appropriate)	E S N	
19. Shows interest in occupational area	E S N	
20. Demonstrates problem solving	E S N	
21. Sets priorities and completes assigned tasks	E S N	
ACCOMMODATIONS NEEDED: (To be completed by the ES)		

CBWE WORKSITE EVALUATION

School Year: 20__ - __

Business Name: _____ Site Supervisor Name: _____

Business Address: _____ Business/Site Supervisor Phone: _____

CBWE Job: _____ CBWE Environment: _____

CBWE Job Functions: _____

CBWE Required Skills: _____

Site Supervisor's Expectations (of Student and ES): _____

CBWE Preparation Required: _____

CBWE Resources and Supports Required: _____

CBWE Worksite Evaluation Completed by: _____ Completion Date: _____

Rating Key:

- 1 – Never
- 2 – Seldom (25% of the time)
- 3 – Sometimes (50% of the time)
- 4 – Mostly (75% of the time)
- 5 – Always (100% of the time)
- N/A – If not applicable, indicate in comment section

	Rating:					Comments
	1	2	3	4	5	
Site Supervisor						
Demonstrates compassion, understanding, patience	<input type="checkbox"/>					
Is positive	<input type="checkbox"/>					
Is honest	<input type="checkbox"/>					

	Rating:					Comments
	1	2	3	4	5	
Identifying a Peer mentor or natural support for student	<input type="checkbox"/>					
Safety equipment is present and visible	<input type="checkbox"/>					
No visible hazardous materials	<input type="checkbox"/>					
Employees:						
Demonstrate compassion and respect	<input type="checkbox"/>					
Are accepting of student	<input type="checkbox"/>					
Provide assistance to student	<input type="checkbox"/>					
Answer student and ES questions	<input type="checkbox"/>					
Demonstrate willingness to serve as a natural support for student	<input type="checkbox"/>					
Work as a team with student	<input type="checkbox"/>					
Communicates ideas, needs, concerns to ES	<input type="checkbox"/>					
Work Environment						
Clean work area	<input type="checkbox"/>					
Safe work area	<input type="checkbox"/>					
Proper lighting	<input type="checkbox"/>					
Proper ventilation	<input type="checkbox"/>					
Clean and stocked restrooms	<input type="checkbox"/>					
Has a cafeteria or designated eating area	<input type="checkbox"/>					
Has a designated smoking area away from student	<input type="checkbox"/>					

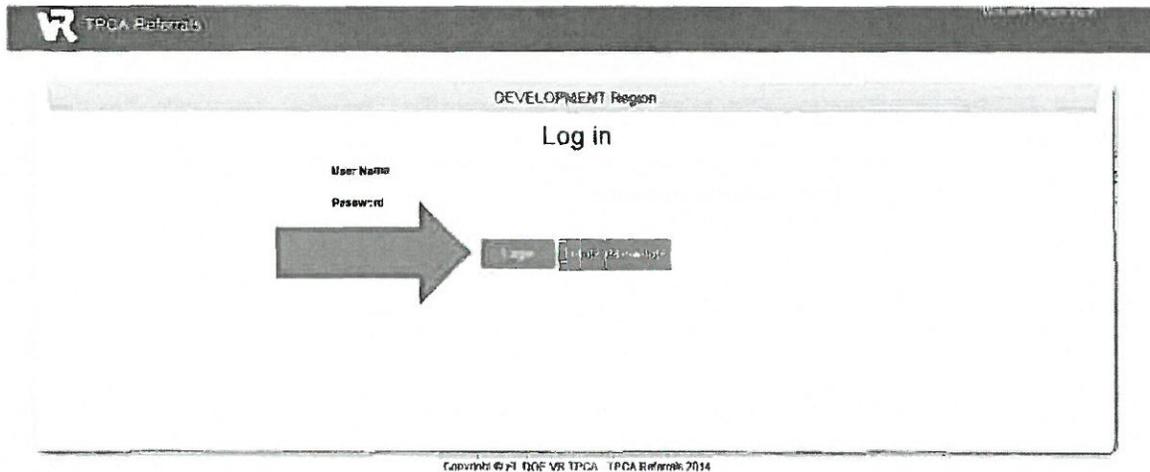
The purpose of this document is to provide the steps necessary for a Point of Contact and an Employment Specialist to Log into the TPCA Application and/or Change their password.

Logging Into TPCA

To log into the TPCA Application enter your TPCA User Name and password, and click the "Login" button. After clicking the "Login" button, you will be taken to your dashboard.

Note: Your TPCA User Name should be the email address you submitted to VR.

Note: If you are logging in for the first time, your POC should have your password.



Changing Your TPCA Password

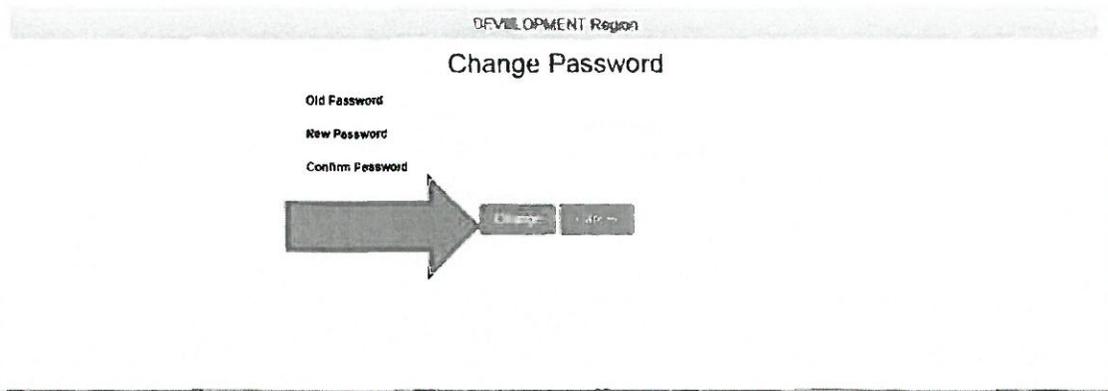
To change you TPCA password, click on the "Change Password" link in the top, right-hand corner of the application. After clicking the "Change Password" link, you will be taken to the Change Password screen.



On the Change Password screen, enter your current password, your new password into the “New Password” and “Confirm Password” fields. Then click the “Change” button.

Note: Password Rules:

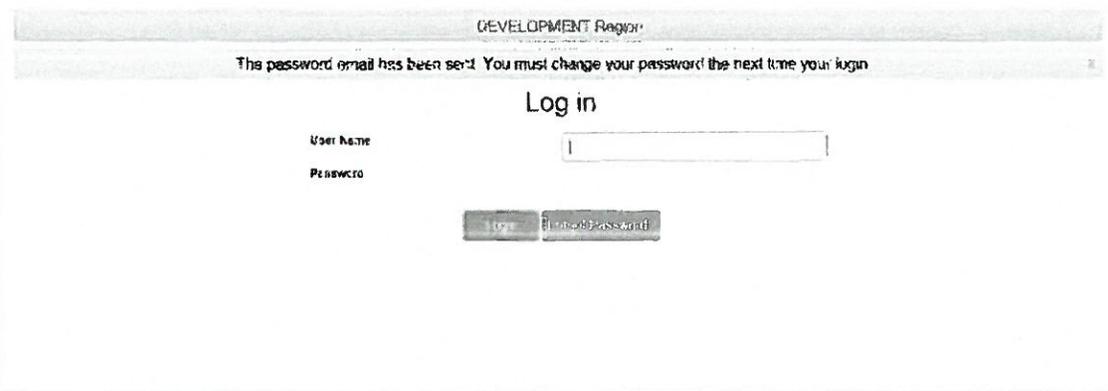
- A password must be between 8 and 24 characters in length
- The password must contain at least one upper case letter
- The password must contain at least one lower case letter
- The password must contain at least one digit
- The password must contain at least one special character
- Special Characters: @%+/:!#\$^?;(){}[]~`-_"\



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Recovering Your TPCA Password

If you forget your TPCA password, click on the “Forgot Password?” button on the Log in Screen. After clicking the “Forgot Password?” button an email will be sent to the user to the email on file. The email will contain a *temporary password* and when the user logs into TPCA next time they will be prompted to change their password.



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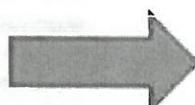
The purpose of this document is to provide the steps necessary for an Employment Specialist to manage TPCA/CBWE referrals for VR Customers. This document provides the steps for Employment Specialists to Search for a referral, View a referral, Add a Service to a referral and to Add a CBWE Form to a Referral.

- 1) There are two ways to find a referral in the TPCA Application. An Open/Accepted referral can be found on the Employment Specialist's Dashboard. Or, referrals of all statuses (Pending, Accepted, or Closed) can be found using the Referral Search screen.
 - a. To View the details of a referral from the Employment Specialist's Dashboard, locate the referral, click the button titled "Action" and select "Details" from the dropdown. After selecting "Details", you will be taken to the Referral Details screen.

Assigned Referrals

Assigned Referrals Total: 14

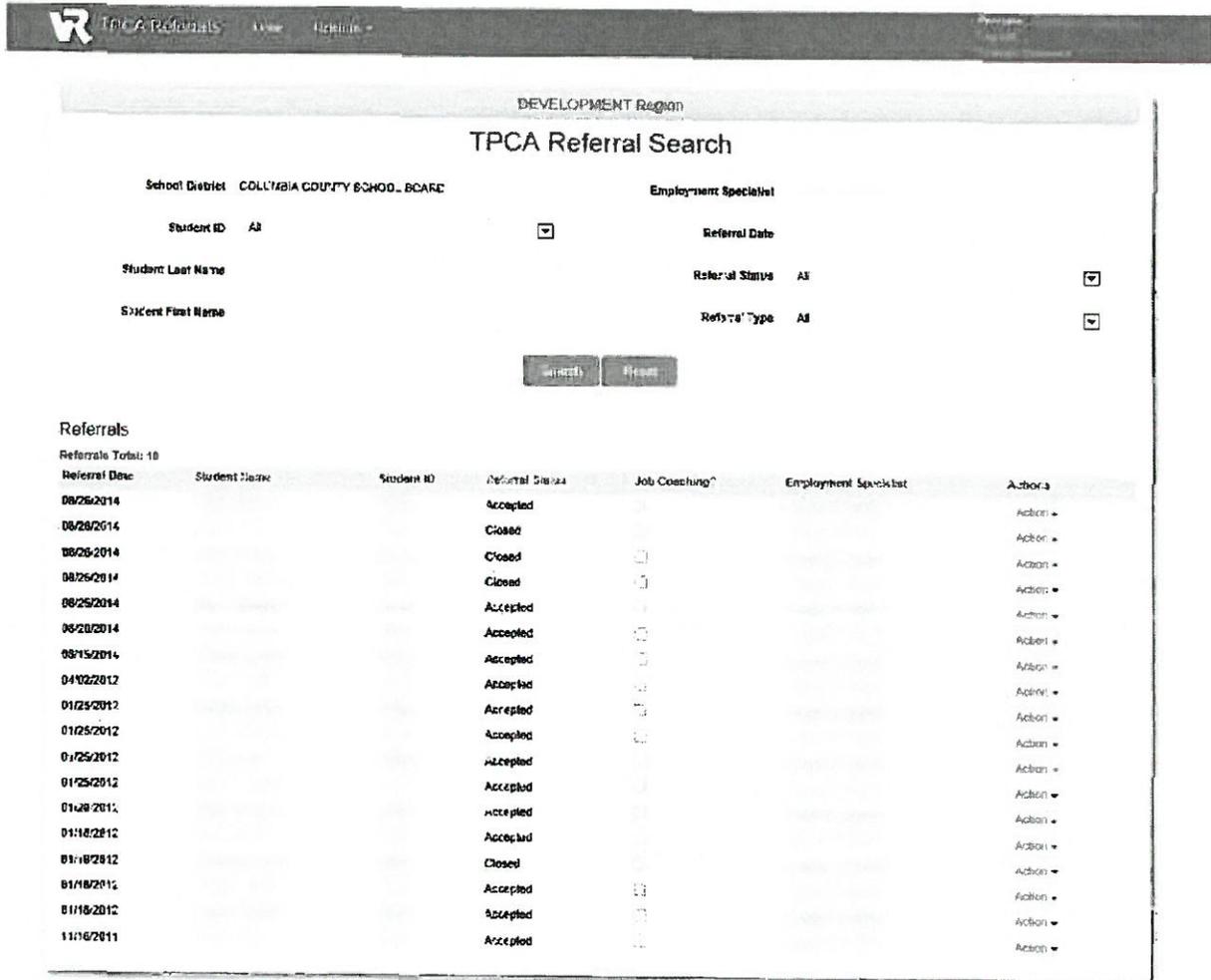
Referral Date	Student Name	Student ID	Referral Status	Job Coaching?	Employment Specialist	Actions
08/26/2014			Accepted			Action ▾
08/25/2014			Accepted			Action ▾
08/15/2014			Accepted			Action ▾
08/20/2014			Accepted			Action ▾
01/18/2012			Accepted			Action ▾
04/02/2012			Accepted			Action ▾
01/25/2012			Accepted			Action ▾
11/16/2011			Accepted			Action ▾
01/25/2012			Accepted			Action ▾
01/25/2012			Accepted			Action ▾
01/18/2012			Accepted			Action ▾
01/18/2012			Accepted			Details
01/25/2012			Accepted			Action ▾
01/20/2012			Accepted			Action ▾



- b. To View referrals of all statuses (Pending, Accepted, or Closed), click on the "Referrals" menu item at the top of the screen, and select "Search". After selecting "Search", you will be taken to the Referral Search screen.



- 2) The Referral Search screen provides multiple search options for locating referrals, such as; Student ID, Student Last Name, Student First Name, Employment Specialist, Referral Date, Referral Status, and Referral Type. Enter all of the relevant information in the desired fields and click the "Search" Button. To erase information entered in the search fields, click the "Reset" button.



The screenshot shows the 'TPCA Referral Search' interface. At the top, it indicates 'DEVELOPMENT Region'. The search criteria are set to 'School District: COLUMBIA COUNTY SCHOOL BOARD' and 'Employment Specialist'. Search fields include 'Student ID' (set to 'All'), 'Student Last Name', 'Student First Name', 'Referral Date', 'Referral Status' (set to 'All'), and 'Referral Type' (set to 'All'). There are 'Search' and 'Reset' buttons. Below the search area, a table lists 18 referrals with columns for Referral Date, Student Name, Student ID, Referral Status, Job Costing?, Employment Specialist, and Actions.

Referral Date	Student Name	Student ID	Referral Status	Job Costing?	Employment Specialist	Actions
08/26/2014			Accepted	<input type="checkbox"/>		Action
08/28/2014			Closed	<input type="checkbox"/>		Action
08/29/2014			Closed	<input type="checkbox"/>		Action
08/29/2014			Closed	<input type="checkbox"/>		Action
08/29/2014			Accepted	<input type="checkbox"/>		Action
09/20/2014			Accepted	<input type="checkbox"/>		Action
09/15/2014			Accepted	<input type="checkbox"/>		Action
04/02/2012			Accepted	<input type="checkbox"/>		Action
01/25/2012			Accepted	<input type="checkbox"/>		Action
01/25/2012			Accepted	<input type="checkbox"/>		Action
01/25/2012			Accepted	<input type="checkbox"/>		Action
01/25/2012			Accepted	<input type="checkbox"/>		Action
01/18/2012			Accepted	<input type="checkbox"/>		Action
01/18/2012			Accepted	<input type="checkbox"/>		Action
01/18/2012			Closed	<input type="checkbox"/>		Action
01/18/2012			Accepted	<input type="checkbox"/>		Action
01/18/2012			Accepted	<input type="checkbox"/>		Action
11/16/2011			Accepted	<input type="checkbox"/>		Action

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*Note: Point of Contacts (POC's) for a School District will have the opportunity to search for all referrals sent to a school district. Employments Specialists (ES's) will only be able to search for referrals that were assigned to them by a POC. *

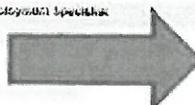
VR TPCA Cheat Sheet

- To View the details of a referral and/or add a Service or CBWE attachment to a referral, after performing a search, click on the "Action" button in the same row of the referral you wish to view, and select "Details" from the dropdown.

Referrals

Referrals Total: 16

Referral Date	Student Name	Student ID	Referral Status	Job Coaching?	Employment Specialist	Actions
08/28/2014			Accepted			Action ▾
08/28/2014			Closed			Details
06/28/2014			Closed			Action ▾
08/25/2014			Closed			Action ▾
08/25/2014			Accepted			Action ▾



- After you click on the "Details" link, you will be taken to the Referral Details screen. The Referral Details screen provides a summary information section, a list of any attachments VR Staff included with the Referral, a section for Employment Specialists to Add and Update Services for the referral, a section for Employment Specialists to Add and Update CBWE forms for the referral and a section that tracks Activities, such as changes in referral status, documents that have viewed, etc. that occur for the referral.
 - The Referral Details section provides summary information about the Referral. This information cannot be updated or changed within the TPCA application. It is view only.

Referral Details

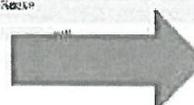
Referral #	1456	Employment Specialist	
Referral Date	01/25/2012	Student	
Referral Status	Accepted	Student RMS ID	
Job Coaching?	<input type="checkbox"/>	VR Counselor	
Fiscal Year	2011-2012	VR Counselor Email	
TPCA #	11110	VR Counselor Phone #	
School District	COLUMBIA COUNTY SCHOOL BOARD		

- The Referral Attachment section provides a list of attachments, or supporting documents, VR staff submitted, along with the referral. To view an attachment, click on the "Action" button and select "View" in the drop down.

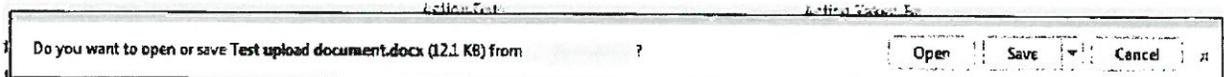
Attachments

Attachments Total: 2

Description	Attachment Type	File Size	Actions
HFE	Signed Plan For Employment		Action ▾
Pre amMedic	Medical Record		View



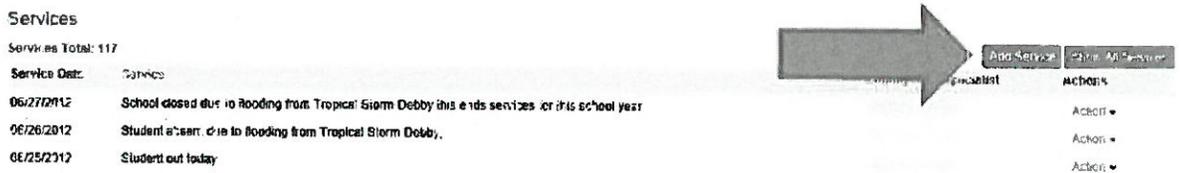
*Note: If you are using Internet Explorer as your web browser, after you click on "View" you will receive a dialog box at the bottom of your screen that looks like the following screenshot. To view the attachment, click the "Open" button. *



- c. The Services section provides a list of services that have been entered for the referral. And provides the ability add or update services.

*Note: The Services section only displays the three most recent Services by default. This is save the amount of scrolling needed to view all information on a referral. To view more than the three most recent services, click the blue button titled "Show All Services". This will expand the Services section to sow all of the services entered on a referral. Also, the "Show All Services" button will only appear if there are more than three total services for a referral. *

- i. To Add a new service, click on the green button titled "Add Service". After clicking the "Add Service" button you will be taken to the TPCA Referral Service Create Screen.



On the TPCA Referral Service Create Screen enter the service date associated with the service and click the button titled "Next". After clicking the "Next" button you will be able to enter the text of the service. Once all service information has been entered, click the button titled "Create", to save the service entry.

TPCA Referral Service Create

Service Date 04/08/2014



TPCA Referral Service Create

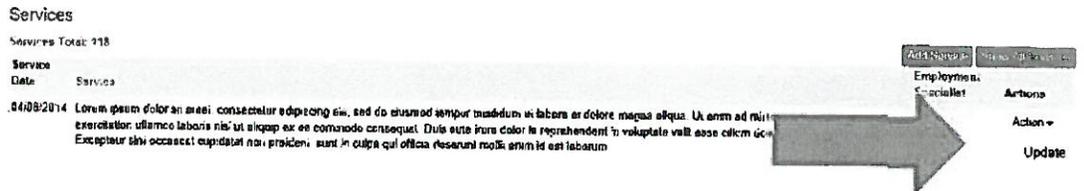
Service Date 04/08/2014

Employment Specialist

Service Lorem ipsum dolor sit amet, consectetur adipiscing elit. sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum



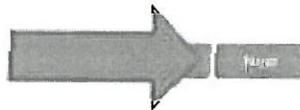
ii. To Update an existing service, click on the Action button next to the service you would like to update, and select, "Update" from the drop down". After clicking "Update" button you will be taken to the TPCA Referral Service Update Screen.



On the TPCA Referral Service Update Screen update the service date associated with the service, if desired, and click the button titled "Next". After clicking the "Next" button you will be able to update the text of the service. Once all service information has been updated, click the button titled "Update", to update the service entry.

TPCA Referral Service Update

Service Date 04/08/2014
 Created By
 Created 05/17/2014
 Updated By
 Updated 09/17/2014



TPCA Referral Service Update

Service Date 04/08/2014

Employment Specialist

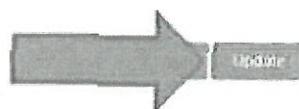
Service Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecet cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum

Created By

Created 09/17/2014

Updated By

Updated 09/17/2014



- d. The CBWE section provides a list of services that have been entered for the referral. And provides the ability add CBWE forms.
- i. To View an existing CBWE form, locate the CBWE you would like view, click the Action button, and select "Details" in the drop down. After selecting "Details", you will be taken to the TPCA Referral CBWE Details screen.

CBWE

CBWE Total: 1

CBWE#	CBWE Start	CBWE End	Created	Creator	Actions
1	12/31/2011	12/31/2011	02/06/2012		Action Score Details



On the TPCA Referral CBWE Details screen, click the Action button for the CBWE Attachment, and select "View" from the drop down.

Attachments

Attachments Total: 1

Description	Attachment Type	FileName	Created	Actions
CBWE evaluation	CBWE Rating Form	CBWE Rating Form	Dec 2011.docx	Action View



*Note: If you are using Internet Explorer as your web browser, after you click on "View" you will receive a dialog box at the bottom of your screen that looks like the following screenshot. To view the attachment, click the "Open" button. *

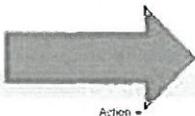


- ii. To Add a new CBWE form, click the green button titled "Add CBWE". After clicking the "Add CBWE" button you will be taken to the TPCA Referral CBWE Create Screen.

CBWE

CBWE Total: 1

CBWE#	CBWE Start	CBWE End	Created	Creator	Actions
1	12/01/2011	12/31/2011	02/06/2012		Action Add CBWE



On the TPCA Referral CBWE Create Screen, enter the Start Date and End Date for the CBWE, then click on the green button titled “Add Attachment” to upload the CBWE form. After you click the “Add Attachment” button, you will be taken to the Add Attachment screen.

TPCA Referral CBWE Create

Start Date

End Date

Attachments

Attachments Total: 0

Description	Attachment Type	FileName

On the Add Attachment screen, enter a description for the attachment, and click the “Browse” button next to the FileName field. After you click the “Browse” button, a Microsoft Windows window will open. Use this window to locate the file you wish upload, and double click the file after locating it. Once you selected the file you wish to upload, click the “Upload File” button on the Add Attachments screen.

Add Attachment X

Attachment Type CBWE Rating Form

Description

FileName 1

Select a file to upload. 2

After you click the “Upload File” button, you will remain Add Attachments screen. You have the ability to upload more than one attachment if desired. To upload an additional attachment, follow the previous steps. If you are finished uploading attachments, click the “Close” button to return to the TPCA Referral CBWE Create Screen.

Once you return to the TPCA Referral CBWE Create Screen, all attachments will be listed. To complete the creation of the Referral CBWE, click the "Create" button. If you do not click the "Create" button, the attachments will not be saved, and the Referral CBWE will not be created. After clicking the "Create" button you will be taken back to the Referral Details screen.

TPCA Referral CBWE Create

Start Date: 05/06/2014

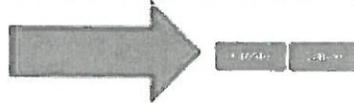
End Date: 05/30/2014

Attachments

Attachments Total: 1

Description	Attachment Type	File Name	Actions
This is a CBWE Form; upload	CBWE Rating Form	test 2.docx	Action

Now attachments will not be saved until you press [Create]



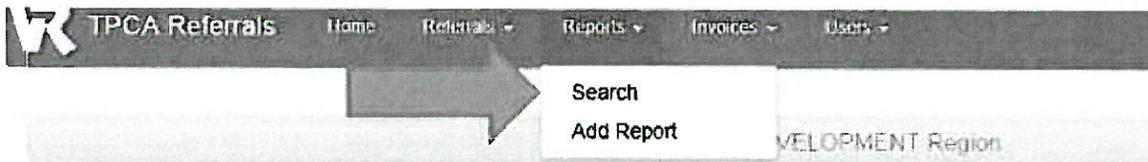
- 5) Click the "Cancel" button at the bottom of the Referral Details screen at any time to return to the Employment Specialist Dashboard.



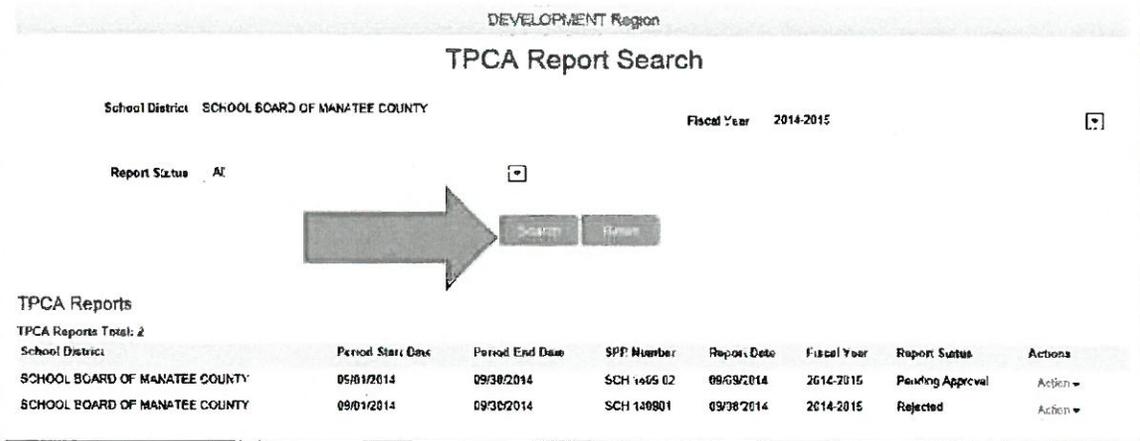
The purpose of this document is to provide the steps necessary for a Point of Contact to manage TPCA reports. This document provides the steps for Point of Contacts to Search for a report, View a report, Create a report, Update/Append a report and Resubmit a rejected report.

Viewing a TPCA Report

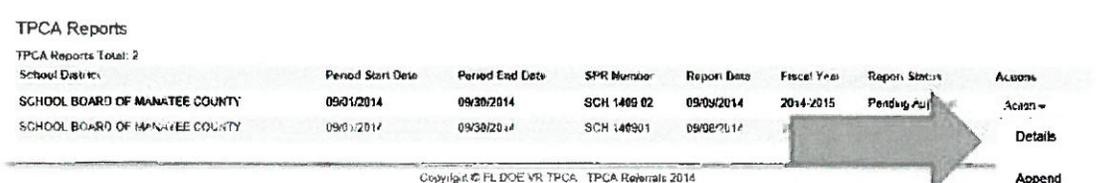
To View an existing TPCA Report click on the "Reports" link in the menu at the top of the page, and select "Search" from the dropdown. After selecting "Search" you will be taken to the TPCA Report Search Screen.



On the Report Search screen, you can click on the "Search" button and retrieve all reports for your school district. Or you can input a specific report status and/or fiscal year to better narrow your search results.



After performing a search, locate the report that you would like to View, click the Action button, and select "Details" from the dropdown. After selecting "Details", you will be taken to the TPCA Report Details screen.



On the TPCA Report Detail screen you view summary information, such as, the SPR Number, the Period Start and End Dates, Report Status, and you can view the individual Student Progress Reports (SPR) and their status, that were submitted as part of the report.

DEVELOPMENT Region:

TPCA Report Details

Report Period Details

SPR Number	SCH 140901	Period Start Date	08/01/2014
School District	SCHOOL BOARD OF MANATEE COUNTY	Period End Date	09/30/2014
Report Date	09/08/2014	Fiscal Year	2014-2015
Report Status	Rejected		

Student Progress Reports

SPR Total: 1

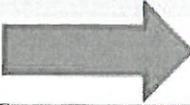
Student Name	SPR Status	Actions
	Rejected - Change CBWE or service data to enable resubmit	Action ▾

Also, to view the details of an individual student progress report (SPR), locate the SPR, click the Action button, and select "Details" from the drop down. After selecting "Details", you will be taken to the Student Progress Report Details screen.

Student Progress Reports

SPR Total: 1

Student Name	SPR Status	Actions
	Rejected - Change CBWE or service data to enable resubmit	Action ▾



Action ▾

Details

Delete

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On the Student Progress Report Details screen you can view summary information such as Student Name and SPR Status, the services included on the SPR, the activity history of the SPR and any comments entered on the SPR.

DEVELOPMENT Region

Student Progress Report Details

Student Progress Report Details

Student Name: _____ SPR Status: Rejected

Services

Services Total: 1

Service Date	Service	Employment Specialist	Actions
09/08/2014	test add service		Action +

Activity Tracking

Activity Tracking Total: 2

Action	Action Date	Action Taken By
SPR submitted	09/08/2014	
SPR created	09/08/2014	

Comments

Comments Total: 3

Created	Creator	Comment
09/09/2014		Mig
09/09/2014		Col
09/09/2014		...

*Note: Clicking on the Cancel button on any screen will return you to the previous screen. *

Creating a TPCA Report

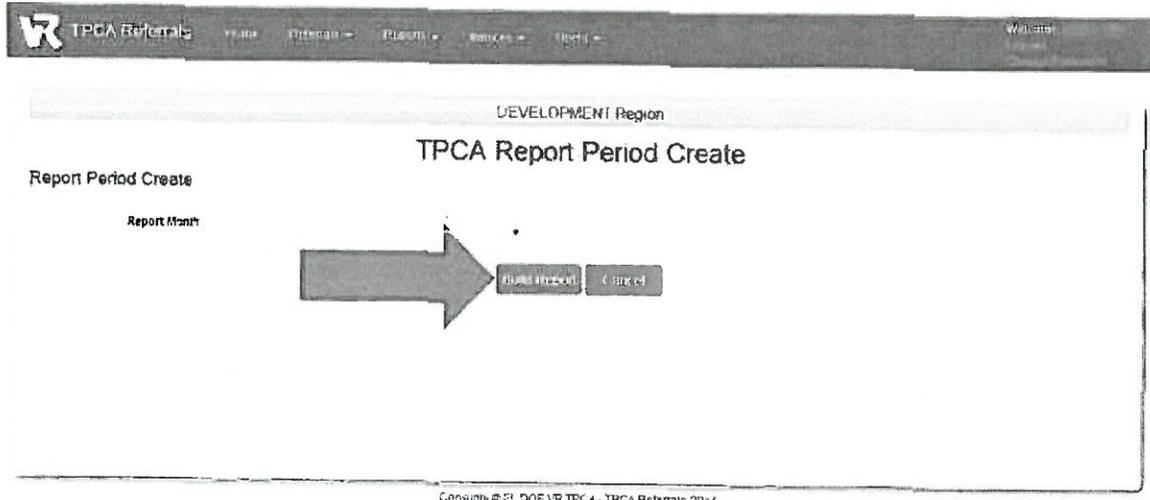
To Create a new TPCA Report click on the "Reports" link in the menu at the top of the page, and select "Add Report" from the dropdown. After selecting "Add Report" you will be taken to the TPCA Report Period Create Screen.



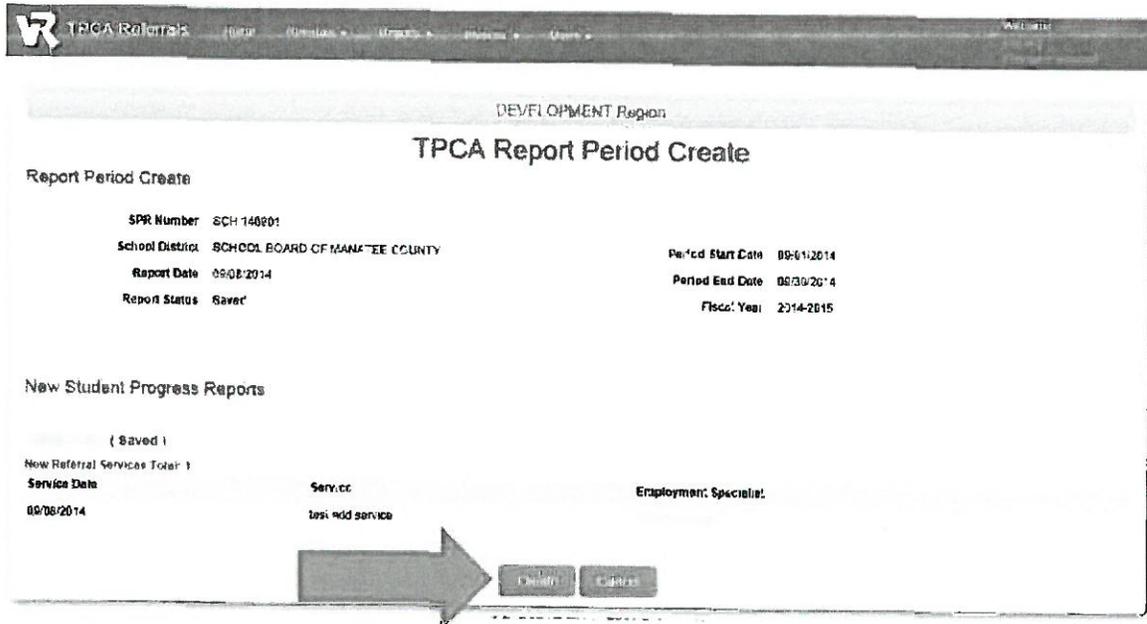
TPCA Referrals Home Referrals Reports Add Report Add Report DEVELOPMENT Region

On the TPCA Report Period Create Screen select the month the Report is for from the drop down menu titled "Report Month", and then click the "Build Report" button. Once you click the "Build Report" button, a report will be generated, and it will include a list of students that have services and/or CBWE's with date that are within the Report Month.

*Note: Each report period is automatically set to the 1st and last day of the Report Month selected. For example, if the Report Month selected is August, the report period will be August 1st through August 31st. *



After the "Build Report" button is clicked the system displays the potential report. All of the students with Services and CBWE's with dates that are within the report period are displayed. If the report is cancelled at this point, the potential report is deleted. If the "Create" button is clicked the report will be in the system as "Saved".



After clicking the "Create" button, the screen refreshes and the report is now in a "Saved" status. Click on the "Submit" button to submit the report to VR counselors for review and approval. The report will be in "Pending Approval" status after clicking the "Submit" button, and will in "Pending Approval" status until all students SPR's associated with the report are approved or rejected.

TPCA Referrals

DEVELOPMENT Region

Success: The new report was created!

TPCA Report Details

Report Period Details

SPR Number	SCH 140901	Period Start Date	08/01/2014
School District	SCHOOL BOARD OF MANATEE COUNTY	Period End Date	08/31/2014
Report Date	08/08/2014	Fiscal Year	2014-2015
Report Status	Saved		

Student Progress Reports

SPR Total: 1

Student Name	SPR Status	Action
	Saved, Ready to Submit	Action

Buttons: [Update] [Cancel]

TPCA Referrals

DEVELOPMENT Region

TPCA Report Details

Report Period Details

SPR Number	SCH 140902	Period Start Date	09/01/2014
School District	SCHOOL BOARD OF MANATEE COUNTY	Period End Date	09/30/2014
Report Date	09/05/2014	Fiscal Year	2014-2015
Report Status	Pending Approval		

Student Progress Reports

SPR Total: 1

Student Name	SPR Status	Action
	Pending Approval	Action

Buttons: [Update] [Cancel]

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Updating a TPCA Report –Append SPRs

A report in “Pending Approval” status can be updated, or “Appended”, with more student SPR’s. For example, if the August report has already been submitted to VR for approval, but a service dated for the month of August is added to a student not currently included on the “pending” alert, the report can be appended to include the student with the recently added service.

To append a report in “Pending Approval” status, search for the report on the TPCA Report Search screen, or locate report in the “Pending and Rejected Reports” section on the POC Dashboard. Once the report is located, click on the “Action” button and select “Append”. After selecting “Append”, you will be taken to the TPCA Report Period Append screen.

DEVELOPMENT Region

TPCA Report Search

School District: COLUMBIA COUNTY SCHOOL BOARD Target Date: _____

Report Status: Pending Approval *

TPCA Reports

TPCA Reports Total: 1

School District	Period Start Date	Period End Date	SPR Number	Expect Date	Fiscal Year	Report Status	Actions
COLUMBIA COUNTY SCHOOL BOARD	05/01/2014	05/31/2014	COL 1405 02	08/18/2014	2013-2014	Pending Approval	Details Append

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On the TPCA Report Period Append screen, you will notice an “Existing Student Progress Reports” section and a “New Student Progress Reports” section. The “Existing Student Progress Reports” section lists the students that are currently submitted for approval. The “New Student Progress Reports” section lists the students that are eligible to be added to the pending report.

To add the student(s) listed in the “New Student Progress Reports” section, click the “Append” button at the bottom of the screen.

DEVELOPMENT Region

TPCA Report Period Append

Report Period Details

SPR Number: COL 1405 02 School District: COLUMBIA COUNTY SCHOOL BOARD Period Start Date: 05/01/2014

Report Date: 08/18/2014 Report Status: Pending Approval Period End Date: 05/31/2014

Fiscal Year: 2013-2014

Existing Student Progress Reports
(Pending Approval)

New Student Progress Reports
(Pending Approval)

New Referral Services Total: 1

Service Date	Service	Employment Specialist
05/12/2014	rest and service	

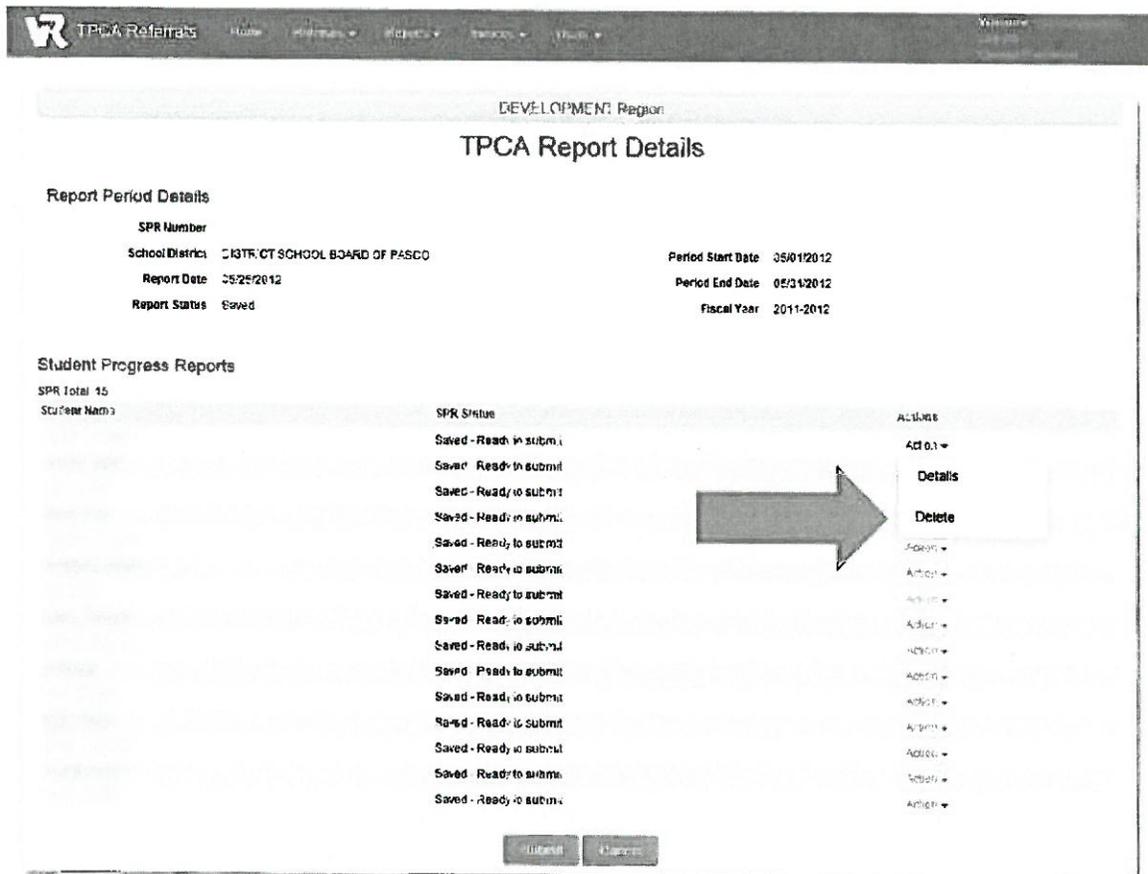
Copyright © FL DOE VR/TPCA - TPCA Referrals 2014

After clicking the "Append" button, you will be taken to the TPCA Report Details screen, and you will be able to see the newly added student SPR in the list of student progress reports. The newly added SPR will be in "Pending Approval".

Updating a TPCA Report –Delete SPRs

Student SPR's can be individually deleted from a report in "Saved" status, or if the individual SPR has been rejected. To delete an SPR from a report in "Saved" status, search for the report on the TPCA Report Search screen. Once the report is located, click on the "Action" button and select "Details". After selecting "Details", you will be taken to the TPCA Report Details screen.

On the TPCA Details screen, locate the SPR you wish to delete, click the "Action" button and select "Delete". The SPR will be removed from the report.



To delete a rejected SPR, search for the report on the TPCA Report Search screen. Once the report is located, click on the "Action" button and select "Details". After selecting "Details", you will be taken to the TPCA Report Details screen.

On the TPCA Details screen, locate the rejected SPR you wish to delete, click the "Action" button and select "Delete". The rejected SPR will be removed from the report.

Updating a TPCA Report –Update Rejected SPRs

Student SPR's that were rejected can be individually updated from a report in "Pending Approval" or "Rejected" status, and resubmitted for approval. For a rejected SPR to be resubmitted for approval, the service or CBWE for that student must be updated/changed.

To resubmit a rejected SPR, search for the report with the rejected SPR on the TPCA Report Search screen. Once the report is located, click on the "Action" button and select "Details". After selecting "Details", you will be taken to the TPCA Report Details screen.

On the TPCA Report Details screen, locate the rejected SPR, click on the "Action" button and select "Details". After selecting "Details", you will be taken to the Student Progress Report Details screen.

On the Student Progress Report Details screen locate the service or CBWE to be updated, click on the "Action" button and select "Update". After selecting "Update", you will be taken to the TPCA Referral Service (or CBWE) Update screen.

DEVELOPMENT Report

Student Progress Report Details

Student Progress Report Details

Student Name: [redacted] SPR Status: Rejected

Services

Services Total: 1

Service Date	Service	Employment Specialist	Actions
05-13-2014	ast add		Action Update Delete

Activity Tracking

Activity Tracking Total: 3

Action	Created Date	Action Taken By
SPR date appended	08/19/2014	
SPR submitted	08/18/2014	
SPR created	08/18/2014	

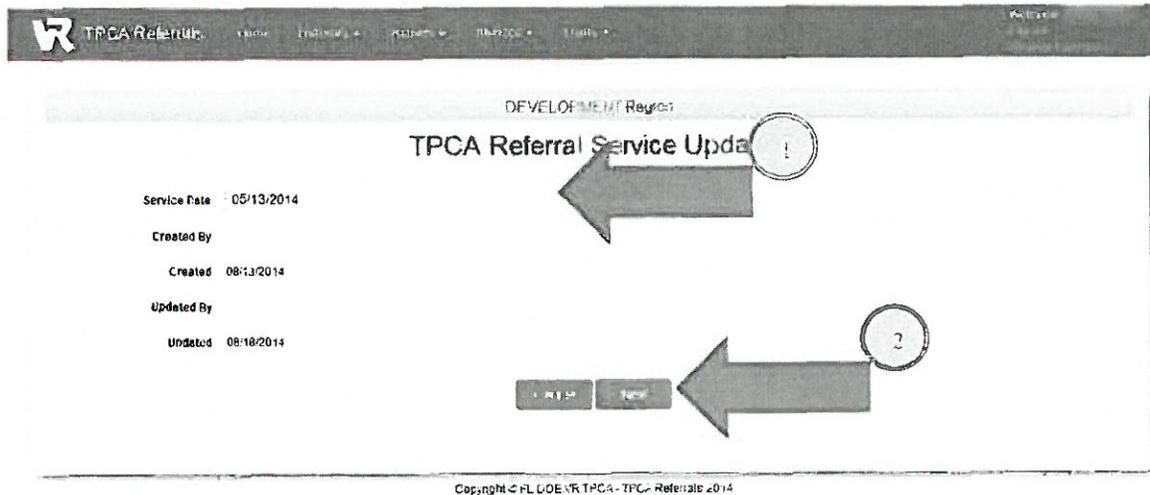
Comments

Comments Total: 1

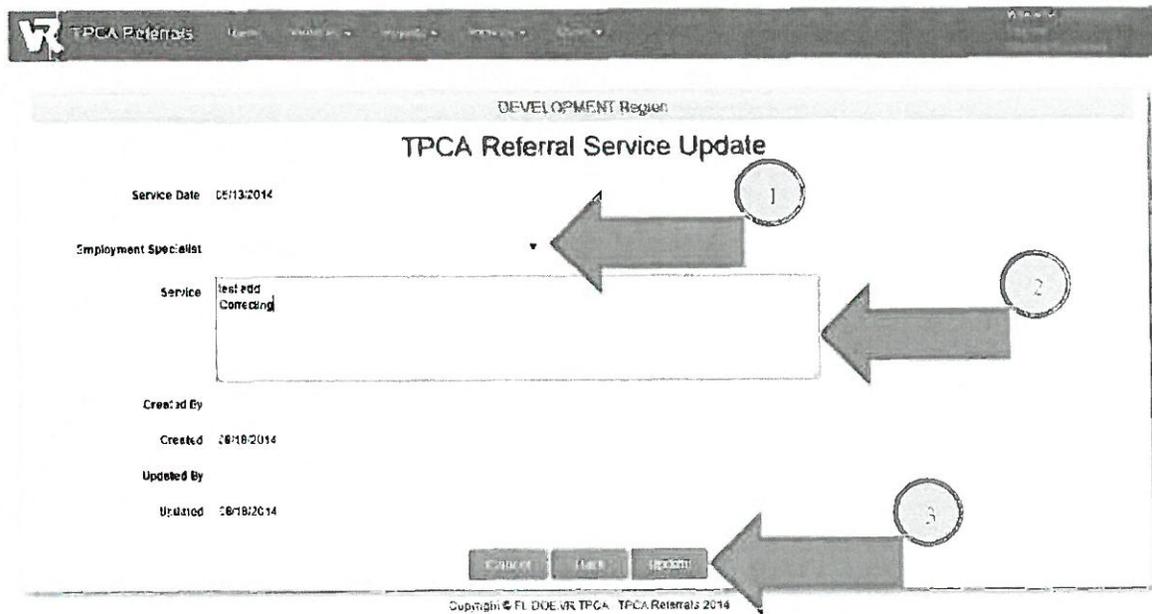
Created	Creator	Comment
08/19/2014		rejected

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On to the TPCA Referral Service (or CBWE) Update screen, update the date if necessary, and click the "Next" Button.



After clicking the “Next” button, enter the Employee Specialist assigned the referral and enter the needed update in the “Service” field. Once all information has been updated, click the “Update” button, to submit your changes.



After clicking the “Submit” button, you will be taken back to the Student Progress Report Details screen. On the Student Progress Report Details screen, enter a comment at the bottom of the screen, and click the “Submit” button to resubmit the SPR for approval.

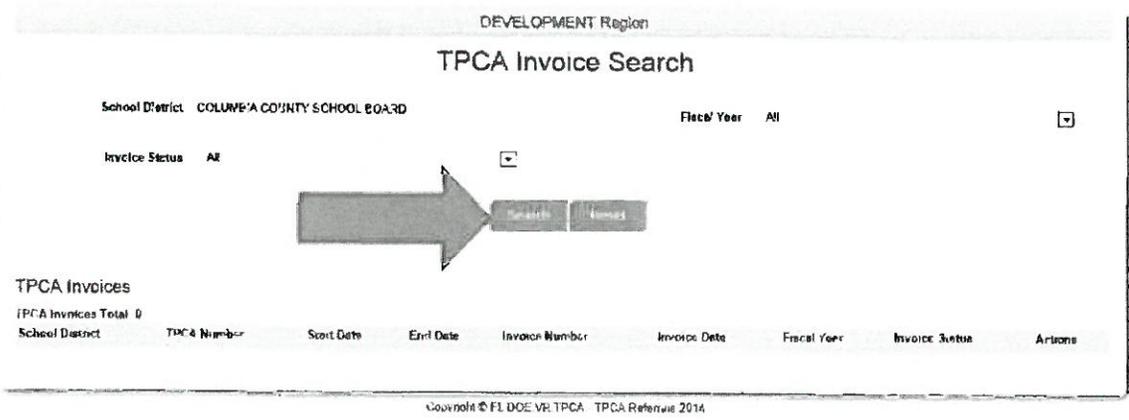
The purpose of this document is to provide the steps necessary for a Point of Contact to manage TPCA Invoices. This document provides the steps for Point of Contacts to Search for an Invoice, View an Invoice, and Create an Invoice.

Viewing a TPCA Invoice

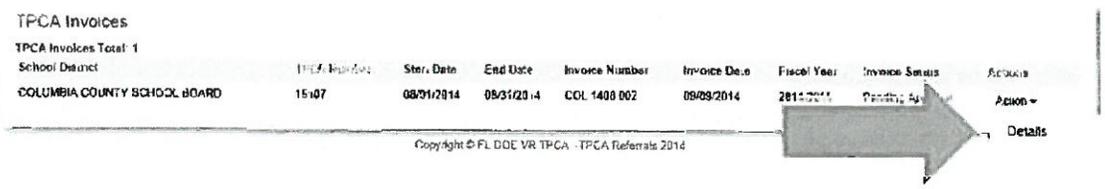
To View an existing TPCA Invoice click on the "Invoices" link in the menu at the top of the page, and select "Search" from the dropdown. After selecting "Search" you will be taken to the TPCA Invoice Search Screen.



On the TPCA Invoice Search screen, you can click on the "Search" button and retrieve all reports for your school district. Or you can input a specific Invoice status and/or fiscal year to better narrow your search results.



After performing a search, locate the Invoice that you would like to View, click the "Action" button, and select "Details" from the dropdown. After selecting "Details", you will be taken to the TPCA Invoice Details screen.



On the TPCA Invoice Detail screen you can view summary information, such as, the Invoice Number, The Invoice Date, the Start and End Dates, Invoice Status, and the Match Amounts. Also, the Funding Amounts, separated by Employment Specialist, are listed.

DEVELOPMENT Region

TPCA Invoice Details

Invoice Details

Invoice Number: COL 1408 002	General Revenue Match Requirements from the School District (21.3% of the Annual Flat Rate Amount per ES TPCA Service Provided): \$0.00
School District: COLUMBIA COUNTY SCHOOL BOARD	School District Payment Amount for ES Services Provided Under the TPCA Only (78.7% of the Annual Flat Rate Amount per ES): \$0.00
TPCA Number: 15137	
Fiscal Year: 2014-2015	
Start Date: 08/01/2014	
End Date: 08/31/2014	
Invoice Date: 09/09/2014	
Invoice Status: Pending Approval	

Invoice Funding

Employment Specialist

Match Amount: \$4000.00
Payment Amount: \$0.00

Invoice Funding Detail

Invoice Funding Detail Total: 1

Period Start Date	Period End Date	Total Amount	Actions
08/01/2014	08/31/2014	\$4000.00	Action ▾

Employment Specialist

Match Amount: \$4200.00
Payment Amount: \$0.00

Invoice Funding Detail

Invoice Funding Detail Total: 1

Period Start Date	Period End Date	Total Amount	Actions
08/01/2014	08/31/2014	\$4200.00	Action ▾

To view the Invoice Funding for each Employment Specialist, locate the Employment Specialist detail you wish to view, click the "Action" button, and select "Details". After selecting "Details", you will be taken to the TPCA Invoice Funding Details screen.

Invoice Funding

Employment Specialist

Match Amount: \$4000.00
Payment Amount: \$0.00

Invoice Funding Detail

Invoice Funding Detail Total: 1

Period Start Date	Period End Date	Total Amount	Actions
08/01/2014	08/31/2014	\$4000.00	Action ▾

On the TPCA Invoice Funding Details screen you will see the percent of time the Employment Specialist worked on TPCA referrals, their earning amount and the time period the invoice is for.

TPCA Invoice Funding Details

DEVELOPMENT Region

Invoice Funding Details

Employment Specialist	Period Start Date 08/01/2014
Percent of Time with TPCA 100%	Period End Date 08/31/2014
Total Amount \$4000.00	

Components

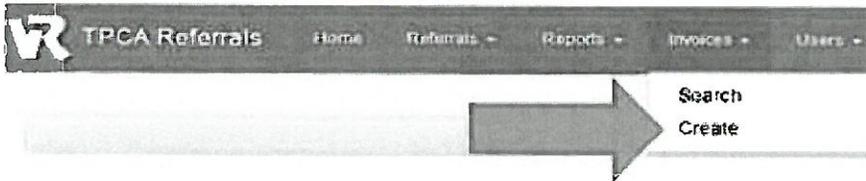
Earnings \$4000.00	
---------------------------	--

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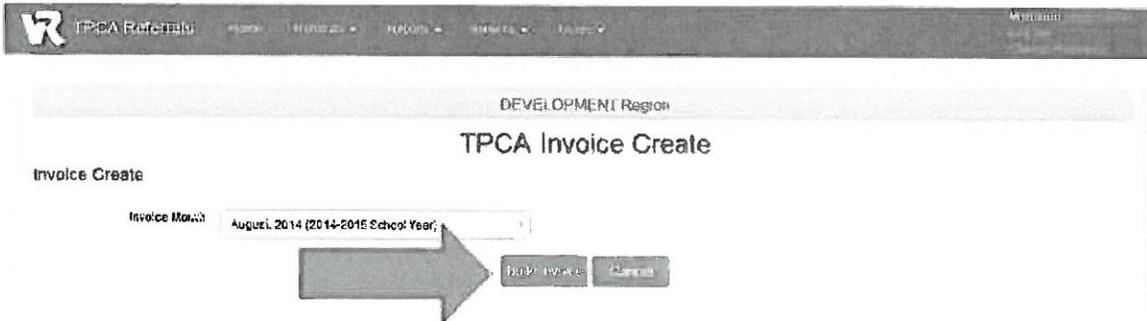
*Note: Clicking on the Cancel button on any screen will return you to the previous screen. *

Creating a TPCA Invoice

To Create a new TPCA Invoice click on the "Invoices" link in the menu at the top of the page, and select "Create" from the dropdown. After selecting "Create" you will be taken to the TPCA Invoice Create Screen.



On the TPCA Invoice Create Screen select the month the Invoice is for from the drop down menu titled "Invoice Month", and then click the "Build Invoice" button. Once you click the "Build Invoice" button, an invoice will be generated, and it will populate the appropriate amounts based on the match formula.



After clicking the "Build Invoice" button you will be taken to the second TPCA Invoice Create screen. On the TPCA Invoice Create screen, you can view the details of the invoice funding. To submit the invoice, you must click the "Submit" button. If the "Submit" button is not clicked, the invoice will be in a "Saved" status, until it is submitted.

TPCA Referrals
Home | My Profile | Reports | My Profile | Logout

DEVELOPMENT Region

Submit: The amount shown is correct

TPCA Invoice Details

Invoice Details

<p>Invoice Number: 001 1424591</p> <p>School District: COLUMBIAN COUNTY SCHOOL BOARD</p> <p>Invoice Date: 01/19/2014</p> <p>Invoice Status: Saved</p> <p>Invoice Amount: \$4480.00</p>	<p>TPCA Number: 11110</p> <p>Start Date: 04/01/2014</p> <p>End Date: 04/30/2014</p> <p>Fiscal Year: 2013-2014</p> <p>Match Amount: \$1120.00</p>
---	---

Invoice Funding

<p>Employment Specialist</p>	<p>Invoice Amount: \$1120</p> <p>Match Amount: \$400.00</p> <p>Match Amount: \$400.00</p>
-------------------------------------	--

Invoice Funding Detail

Invoice Funding Detail Total	Period Start Date	Period End Date	Total Amount	Amount
	04/01/14	04/30/14	\$400.00	

Employment Specialist

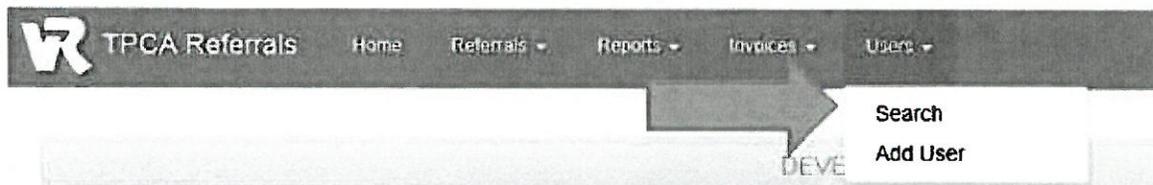
<p>Invoice Funding Detail</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Invoice Funding Detail Total</th> <th>Period Start Date</th> <th>Period End Date</th> <th>Total Amount</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td>04/01/14</td> <td>04/30/14</td> <td>\$400.00</td> <td></td> </tr> </tbody> </table>	Invoice Funding Detail Total	Period Start Date	Period End Date	Total Amount	Amount		04/01/14	04/30/14	\$400.00		<p>Invoice Amount: \$4480.00</p> <p>Match Amount: \$400.00</p>
Invoice Funding Detail Total	Period Start Date	Period End Date	Total Amount	Amount							
	04/01/14	04/30/14	\$400.00								

Note: The amounts shown on an invoice are calculated based on a set match formula. Invoices cannot be updated.

The purpose of this document is to provide the steps necessary for a Point of Contact to manage TPCA Users for their School District. This document provides the steps for Point of Contacts to Search for a User, View a User, Update a User and Create a User.

Viewing a TPCA User

To View an existing TPCA User click on the "Users" link in the menu at the top of the page, and select "Search" from the dropdown. After selecting "Search" you will be taken to the User Search Screen.



On the User Search screen, you can click on the "Search" button and retrieve all active users for your school district. Or you can input a specific User's last name, first name, logon name or user type to better narrow your search results. Also, to view any inactive users, the "Include Inactive Users" checkbox must be checked before clicking on the "Search" button.

User Search interface showing search filters (Last Name, First Name, Log-in Name, User Type, Include Inactive Users) and a table of results with columns: User Id, User Login Name, User First Name, School District, User Type, Status, Actions.

After performing a search, locate the User that you would like to View, click the "Action" button, and select "Details" from the dropdown. After selecting "Details", you will be taken to the User Details screen.

Users
Users Total: 10

User Id	User Login Name	User Full Name	School District	User Type	Status	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Details
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Update
			SCHOOL BOARD OF MANATEE COUNTY	POC	Locked	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action

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On the User Details screen you can view summary information, such as, the User's first and last name, the User's user name, the User's phone number, and whether or not the User's account is active.

DEVELOPMENT Region

User Details

User Type	Employment Specialist	Employment Specialist
School District	SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist
Last Name		First Name
Middle Initial		Phone Number
User Name		Active

View

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Updating a TPCA User

To Update an existing TPCA User, navigate to the User Search screen and perform a search for the User you would like to update. Locate the User in the search results and click the "Action" button associated with their entry, and select "Update" from the dropdown. After selecting "Update", you will be taken to the User Update screen.

Users
Users Total: 10

User Id	User Login Name	User Full Name	School District	User Type	Status	Action
			SCHOOL BOARD OF MANATEE COUNTY	FDC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	Employment Specialist	Active	Details
			SCHOOL BOARD OF MANATEE COUNTY	Em.	Active	Update
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	POC	Active	Action
			SCHOOL BOARD OF MANATEE COUNTY	FDC	Active	Action

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On the User Update screen, you can update a User's first and last name, the User's user name, the User's phone number, the User's user type, the User's password and activate or inactivate the User's account. Once you make any changes needed, click the "Update" button to save the changes.

DEVELOPMENT Region

User Update

User Type: Employment Specialist

School District: SCHOOL BOARD OF MANATEE COUNTY

Employment Specialist:

Last Name: _____ First Name: _____

Middle Initial: _____ Phone Number: _____

User Name: _____ Active:

Locked:

Password: _____ Confirm Password: _____

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Creating a TPCA User

To Create a new TPCA User click on the "Users" link in the menu at the top of the page, and select "Add User" from the dropdown. After selecting "Add User" you will be taken to the User Create Screen.



On the User Create screen complete all of the following fields, and click the "Create" button to save the changes.

- User Type: *If is user will responsible for managing referrals only, then choose Employment Specialist. If this user will be responsible for creating and updating Reports, Invoices or User Accounts, then choose POC.*
- Last Name
- Middle Initial: *This field is not required.*
- First Name
- Phone Number
- User Name: *This must be the User's email address that was submitted to VR's Contract Management staff.*
- Password
- Confirm Password: *This must match the Password field.*

Note: The user will be asked to change their Password the first time they log into the TPCA application.

DEVELOPMENT Region

User Create

User Type <input type="text" value=""/>	First Name <input type="text" value=""/>
Last Name <input type="text" value=""/>	Phone Number <input type="text" value=""/>
Middle Initial <input type="text" value=""/>	Active <input checked="" type="checkbox"/>
User Name <input type="text" value=""/>	Locked <input type="checkbox"/>
Password <input type="password" value=""/>	Confirm Password <input type="password" value=""/>

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**DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
THIRD PARTY COOPERATIVE ARRANGEMENT**



Applicant Information			
MYFLORIDAMARKETPLACE (Federal Tax ID) NUMBER:			
AGENCY/DISTRICT NAME*: (as registered in myfloridamarketplace)			
MAILING ADDRESS:			
		City	State
		Zip Code + Four Digits	
REMITTANCE ADDRESS:			
		City	State
		Zip Code + Four Digits	
PRIMARY TELEPHONE NUMBER:		FAX NUMBER:	
AGENCY REPRESENTATIVE NAME/TITLE**:		AGENCY REPRESENTATIVE PHONE NUMBER:	
AGENCY REPRESENTATIVE EMAIL ADDRESS:			
Have you previously held a TPCA contract with VR? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes please provide school year:			
*This should be the same name reflected in MFMP.			
**The authorized agent must have the authority to sign binding documents on behalf of the Agency/District.			
<p>The following are required at the time of application for consideration of acceptance for the Third Party Cooperative Arrangement (TPCA).</p> <p><i>(Attach additional pages as necessary.)</i></p>			
Provide a minimum of eight (8) VR eligible student names for the 2016-17 school year:			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Acknowledge by checking each box below:

<input type="checkbox"/>	District will identify a Point of Contact (POC) in addition to the established number of Employment Specialist (ES) by the beginning of the 2016-17 school year or by September 1, 2016 (whichever is later).
<input type="checkbox"/>	District Point of Contact (POC) will hire established number of Employment Specialist (ES) by the beginning of the 2016-17 school year or by September 1, 2016 (whichever is later).
<input type="checkbox"/>	Employment Specialist (ES) will allocate 100% of work time to programs/activities outlined in the TPCA for VR Transition Students with an Implemented Supported Employment (SE) IPE.
<input type="checkbox"/>	Employment Specialist will provide each TPCA student with at least one (1) Community Based Work Experience (CBWE) by the end of the school year.
<input type="checkbox"/>	District Point of Contact (POC) and Employment Specialist (ES) will participate in TPCA training at the start of the 2016-17 school year or by September 1, 2016 (whichever is later).



Attestation of Third Party Cooperative Arrangement Requirements

As a condition of application for the Department of Education, Division of Vocational Rehabilitation, Third Party Cooperative Arrangement, the Agency/District (name),

_____ hereby attests that:

1. A minimum of eight (8) VR eligible student names for the 2016-17 school year is provided as noted above.
2. District will identify a Point of Contact (POC) in addition to the established number of Employment Specialist (ES) by the beginning of the 2016-17 school year or by September 1, 2016 (whichever is later).
3. Employment Specialist (ES) will be hired by the beginning of the 2016-17 school year or by September 1, 2016 (whichever is later).
4. Employment Specialist (ES) will allocate 100% of work time to programs/activities outlined in the TPCA for VR Transition Students with an implemented Supported Employment (SE) IPE.
5. Employment Specialist will provide each TPCA student with at least one (1) Community Based Work Experience (CBWE) by the end of the school year.
6. All Point of Contacts (POCs) and Employment Specialist (ES) will participate in TPCA training at the start of the 2016-17 school year or by September 1, 2016 (whichever is later).

Acknowledgement and Signature

I hereby acknowledge I am authorized to make the above attestations on behalf of the Agency/District.

Signature

Date

Printed Name & Title

STATE OF FLORIDA

COUNTY OF _____

Sworn to and subscribed before me this ____ day of _____, 20__ by _____

(Name of Person Making Statement)

(Signature of Notary Public)
(Print, Type, or Stamp)

(Commissioned Name of Notary Public)

Personally known ____ or Produced Identification ____.

Type of Identification produced _____.



Is your application complete?

- All sections of the application have been completed, as required.
- The application has been signed, dated and notarized.
- Agency/District is registered in MyFloridaMarketplace.
- Agency/District has a W-9 on file with the Florida Department of Financial Services.
- A completed VR Area and Counties form is attached.
- A completed Employee Contact form is attached.

FOR VR USE ONLY

Application is: Approved Denied

Reviewed by: _____ Date: _____

Verified by: _____ Date: _____

Comments:



**DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
THIRD PARTY COOPERATIVE ARRANGEMENT**



DVR Areas & Counties to be Served

**Please check all areas and counties where you intend to provide services.*

Area One	Area Two	Area Three	Area Four	Area Five	Area Six
<input type="checkbox"/> Escambia	<input type="checkbox"/> Columbia	<input type="checkbox"/> Lake	<input type="checkbox"/> Pinellas	<input type="checkbox"/> Palm Beach	<input type="checkbox"/> Miami-Dade
<input type="checkbox"/> Santa Rosa	<input type="checkbox"/> Union	<input type="checkbox"/> Sumter	<input type="checkbox"/> Hillsborough	<input type="checkbox"/> Broward	<input type="checkbox"/> Monroe
<input type="checkbox"/> Okaloosa	<input type="checkbox"/> Gilchrist	<input type="checkbox"/> Seminole	<input type="checkbox"/> Hernando	<input type="checkbox"/> Charlotte	
<input type="checkbox"/> Walton	<input type="checkbox"/> Dixie	<input type="checkbox"/> Orange	<input type="checkbox"/> Pasco	<input type="checkbox"/> Lee	
<input type="checkbox"/> Holmes	<input type="checkbox"/> Clay	<input type="checkbox"/> Osceola	<input type="checkbox"/> Manatee	<input type="checkbox"/> Collier	
<input type="checkbox"/> Jackson	<input type="checkbox"/> St. Johns	<input type="checkbox"/> Brevard	<input type="checkbox"/> Sarasota	<input type="checkbox"/> Hendry	
<input type="checkbox"/> Washington	<input type="checkbox"/> Nassau	<input type="checkbox"/> Polk		<input type="checkbox"/> Glades	
<input type="checkbox"/> Calhoun	<input type="checkbox"/> Baker	<input type="checkbox"/> Hardee			
<input type="checkbox"/> Liberty	<input type="checkbox"/> Putnam	<input type="checkbox"/> DeSoto			
<input type="checkbox"/> Bay	<input type="checkbox"/> Duval	<input type="checkbox"/> Highlands			
<input type="checkbox"/> Gulf	<input type="checkbox"/> Alachua	<input type="checkbox"/> Indian River			
<input type="checkbox"/> Franklin	<input type="checkbox"/> Bradford	<input type="checkbox"/> St. Lucie			
<input type="checkbox"/> Gadsden	<input type="checkbox"/> Levy	<input type="checkbox"/> Martin			
<input type="checkbox"/> Leon	<input type="checkbox"/> Marion	<input type="checkbox"/> Okeechobee			
<input type="checkbox"/> Wakulla	<input type="checkbox"/> Citrus				
<input type="checkbox"/> Jefferson	<input type="checkbox"/> Flagler				
<input type="checkbox"/> Madison	<input type="checkbox"/> Volusia				
<input type="checkbox"/> Hamilton					
<input type="checkbox"/> Taylor					
<input type="checkbox"/> Suwannee					
<input type="checkbox"/> Lafayette					

SERVICES PROVIDED:

PROVIDER NAME*:

AUTHORIZED AGENT NAME & TITLE**:

PRIMARY TELEPHONE NUMBER:

FAX NUMBER:

EMAIL ADDRESS:

TPCA EMPLOYEE CONTACT FORM
LIST CONTACT INFORMATION FOR THE EMPLOYMENT SPECIALIST(S) PROVIDING DIRECT VR CUSTOMERS, THE SUPERVISOR & THE REBA TPCA POINT OF CONTACT

The REBA TPCA Point of Contact will be the delegate that will be in charge of signing in to REBA TPCA and Allocating and Updating TPCA Employment Specialist(s).

AGENCY: _____

FEDERAL ID#: _____

ACTION <small>*(ADD/DELETE/UPDATE)*</small>	DATE OF ACTION	TITLE <small>(Supervisor/Point of Contact)</small>	** VR USE** ONLY!	Direct Services Provided? (Y/N)	NAME	EMAIL
		Supervisor	Enter as "Primary"			
		Point of Contact	Enter as "Secondary"			
		Employment Specialist 1				
		Employment Specialist 2				

**"Delete" employees when they are no longer providing services in order to remove them from the database of active Employment Specialists.*

**"Add" employees when you have new Employment Specialists to add/provide services under your VR TPCA.*

**"Update" Supervisor or Point of Contact to change or reallocate the responsibility to a new employee. Enter employees performing services.*

ALL EMPLOYMENT SPECIALISTS PROVIDING DIRECT SERVICES TO VR CUSTOMERS LISTED ABOVE HAVE MET THE EMPLOYMENT AND/OR SUPPORTED EMPLOYMENT AND/OR OJT PROVIDERS AS REQUIRED PER THE CONTRACT.

SIGNATURE OF CONTRACT REPRESENTATIVE

PRINTED NAME

DATE

ALL STEPS ARE REQUIRED IN ORDER TO REGISTER AS A VENDOR WITH VR.

START HERE 

1

Register with *MyFloridaMarketPlace (MFMP)*.
[CLICK HERE TO GET STARTED!](#)



2

Complete the required electronic W-9 with
the *Department of Financial Services*. [CLICK
HERE TO COMPLETE.](#)



3


Complete paper application and fax or scan to
850-245-3394. Email to:
VRVendors@vr.fldoe.org.

Include requirements listed in Qualifications
Manual on the VR website, [Rehabworks](#).
(Contact information listed on last page of application.)

Once processed, you will be mailed notification of your registration.

NOTE: Providers required to obtain background screenings will be
sent instructions on how to submit screenings for final registration
approval.



GET YOUR MONEY IN THE BANK!
SIGN UP FOR DIRECT DEPOSIT [HERE](#).

**FLORIDA DEPARTMENT OF EDUCATION
CONTRACT NO.: <INSERT CONTRACT #>
AMENDMENT NO.: <INSERT AMENDMENT #>/ RENEWAL NO.: <INSERT RENEWAL #>**

This **AMENDMENT / RENEWAL** ("Amendment") to the FLORIDA DEPARTMENT OF EDUCATION CONTRACT Number <insert contract number> ("Contract") is entered into by and between <insert Contractor's Name>, a <Contractor's designation as registered to do business in the State of Florida>, (the "Contractor") authorized to do business in the State of Florida, with its principal office at <Contractor's Address>, and the Florida Department of Education, Division of Vocational Rehabilitation ("Department"), an agency of the State of Florida with its principal offices in Tallahassee, Florida. Defined terms used herein shall have the meanings set forth in the Contract.

WHEREAS, on <Contract start date>, the Department entered into the Contract with the Contractor to provide the service; and

WHEREAS, the expiration date of the Contract is <Contract end date>; and

WHEREAS, the Department is exercising its option to renew this Contract pursuant to Section 287.057(13) and 287.058(1)(g) Florida Statutes;

WHEREAS, the Department desires to amend this Contract to <brief description of purpose of the amendment>.

NOW, THEREFORE, in consideration of the mutual covenants and conditions hereinafter stated, the Department and the Contractor covenant and agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.
2. The Contract, Section VI, Expiration Date, is hereby revised to read;
This Contract shall expire on <insert the new contract end date> unless cancelled earlier in accordance with its terms ("Expiration Date").
3. SAMPLE LANGUAGE ONLY: The Contract, Section <insert appropriate section > Paragraph <insert appropriate paragraph>, <insert appropriate sentence> is hereby (amended/deleted/deleted and replaced/etc.) to read as follows:
<Insert amended language>
4. SAMPLE LANGUAGE ONLY: Attachment A, Section <insert appropriate section>, Paragraph <insert appropriate paragraph>, <insert appropriate sentence> is hereby (amended/deleted/deleted and replaced/etc.) to read as follows:
<Insert amended language>

The effective date of the Amendment shall be the date that it is signed by both parties.

All provisions in the Contract and any attachments thereto in conflict with this Amendment shall be and are hereby changed to conform to this Amendment.

All provisions not in conflict with this Amendment are still in full force and effect and are to be performed at the level specified in the Contract.

IN WITNESS WHEREOF, the parties hereto have caused this <total number of pages> page Amendment to be executed by their proper and duly authorized representatives.

Contractor: <insert Contractor's Name>

Florida Department of Education

By: _____
Authorized Signature

By: _____
Authorized Signature

Name: _____
Typed

Name: **Pam Stewart**
Typed

Title: _____
Typed

Title: **Commissioner of Education**
Typed

Date: _____

Date: _____

Division of Vocational Rehabilitation

By: _____
Authorized Signature

Name: **Cathy McEachron**
Typed

Title: **For the Division Director**
Typed

Date: _____

Curriculum Ideas

- Self-directed search
- Career search/exploration (online and in print)
- Employment applications
- Resume writing and updating
- Electronic or binder portfolio
- Mock interviews
- Interview skills
- Workplace behavior
- Grooming/hygiene
- Work attire
- Soft skills training
- Job-Task Analysis
- Safety awareness
- Conflict resolution
- Work ethic training
- Self-exploration, self-awareness, self- advocacy, self-determination
- Disability awareness
- Accommodations education
- Job shadowing
- Informational interviews
- On-the-job training
- Accessing natural supports in the workplace
- Time management
- Organization/prioritization
- Discuss duties/expectations/job responsibilities
- Travel Training
- Communication with the employer and the employee
- Teaching transferable skills
- Travel training
- Behavior modification
- Housing decisions
- Meal planning



Practices to note:

- Salad Sales. This activity is held twice a school year. Students take orders for salads, shop for the salad ingredients, make the salads and then deliver them
- Peer support groups may also be used to effectively deal with issues that arise on-the-job such as interpersonal skills development with supervisor and co-workers, financial and money management issues, etc.



4070 Esplanade Way
Tallahassee, FL 32399
RehabWorks.org

The Professional Portfolio



Section 1: Academic

- Report card
- Transcripts
- Program Certificates of Completion
- Post-secondary Credit
- Copy of Diploma
- Letters of Recommendation

Section 2: Vocational

- CBWE (Volunteer/OJT/Internships)
- Documented skill attainment evidence
- Industry Certifications

Section 3: Employment

- Resume
- Cover Letter
- Employment History
- Letters of Recommendation

Section 4: Getting to Know Me

- Learning Styles
- Strengths
- Abilities
- Challenges
- Needs for Success



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RehabWorks.org



Transition Portfolio Table of contents

Section 1: Academic

- FAA scores**
- EOC scores**
- Report card**
- Transcripts**
- Pre-Post Tests for Unique Academic Work Samples**
- Program Certificates of Completion**
- Post-secondary Credit**
- Copy of Diploma**

Section 2: IEP Documentation

- Mastery of IEP goals**
- Documentation of Mastery**
- Final IEP**
- Self-Advocacy/Self-Determination Documentation**
- Student Interview Form**
- Change of Placement Documentation**

Section 3: Transition Assessments

- Learning Styles**
- Personality Assessment**
- Career Interest Inventory**

Section 4: Independent Living

- Community Based Instruction**
- Community/Volunteer Service**
- Awards/Recognition**
- Budget Samples**
- Health/Medical**
- Guardianship Documentation**
- Agency Referrals**
- Driver's license/Florida ID card**
- Voter registration**

Section 5: Vocational

- VR IPE**
- CBWE Internships**
- Skill attainment evidence (pictures of students engaged in work)**
- Letters of recommendation**
- Industry Certification**
- Employment History**
- Resume**

Instructional Methods



- Individualize instruction
- Problem-solving assignments
- Small group work
- Role modeling, computer based activities, video clips
- Texts, workbooks, online career programs, videos used,
- PAES Labs (18-20 stations that allow students to try different experiences)
- Community-based (group or individual)
- Computer-based (individual or group)
- Verbal Q&A
- Classroom instruction
- Job site instruction
- Personalized job training
- Hand over hand instruction
- Modeling

Practices to note:

- Peer support groups may also be used to effectively deal with issues that arise on-the-job such as interpersonal skills development with supervisor and co-workers, financial and money management issues, etc.

Process Recommendation:

1. Prioritizing instructional time
2. Targeting struggling or high-performing students to provide individual instruction
3. Identifying individual student's strengths and needs to provide appropriate interventions
4. Gauging the instructional effectiveness of classroom lessons
5. Refining instructional strategies
6. Communicating students' progress to students and families



Assessment Tools



Inventories

- Interest
- Career
- Person-Centered Planning

Assessments

- Career
- work skills
- abilities
- aptitude
- strengths/weaknesses
- Employability
- VR

Surveys

- Job readiness

Tools:

- Discovery
- Career Cruiser
- CHOICES (now Florida Shines)
- LCE/ULS
- CBI
- Chronicle Career Quest Inventory
- Employment and Career Planning by O*Net Interest Profiler

Observations:

- walk through observations at worksites with Q&A afterwards
- Classroom observations
- Job shadow experiences
- Interactions with their peers
- Grade level requirements

Performance-based

- Performance during supported on campus work experiences
- Demonstration of skills prior to going out to SBWE site
- Successful Role playing scenarios
- Situational assessments are made during school-based enterprise activities.
- On-campus work activities to observe work behaviors and levels of preparedness
- Work Evaluations that are provided through Vocational Rehabilitation
- CBWE VR rating sheet
- School based career experience rating sheet
- Situational assessments
- Transition portfolio



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Assessment Tools

Communication:

- Students
- Employers
- Teachers
- Parents/Guardians/Caregivers

Formal Records:

- Psychological
- Medical
- Behavioral
- School (Discipline/attendance/academic performance)
- IEP

Reflection

- observation of their reactions to worksite visits
- discussions with teachers, parents, OT, Speech, & PT

Other considerations:

- FLDOE TAP 12698 Guidelines
- Ability to comply with expectations and perform tasks at the TRAIL program.

Practices to note:

- The job coach/teacher determines which job each CBWE would do best in and also asks the students what their interest are and try to match
- We use a lot of mathematics, writing and reading assessments to help us determine if students are ready and qualified for CBWE



The TIES program supports independence and community access through:

- Grocery Shopping
- Use of Public Transportation
- Leisure Activities
- Driver Education for Special Learners
- Technology
- Continuing Education



For additional information or if you would like to provide a job training opportunity for a student in this program please contact:

TIES office-305-292-7178

Ruth Holland-Teacher

ruth.holland@keysschools.com

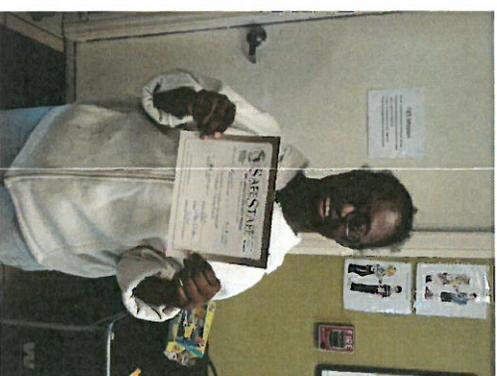
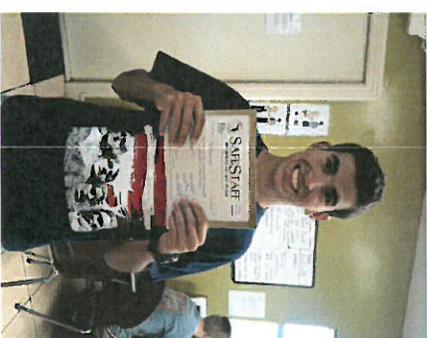
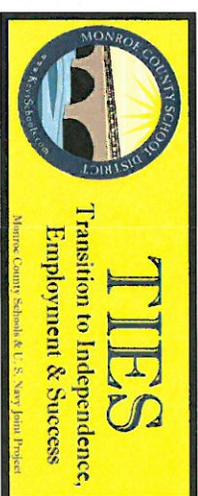
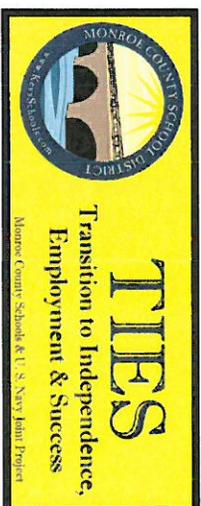
Kelly Niles-305-293-1400x553375

MCSO Transition Specialist

Kellie.niles@keysschools.com



Military support and partnership has ensured our program's success and given us a facility. Seabees, Public Works, and MCSO worked together to provide a safe, comfortable, efficient building for the program's home on Sigbee Base.

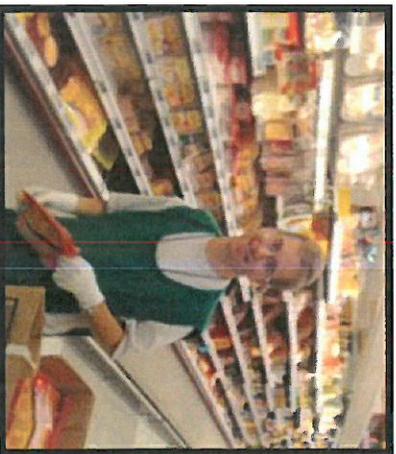




TRANSITION TO INDEPENDENCE, EMPLOYMENT AND SUCCESS

TIES Program

The TIES Program (Transition to Independence, Employment and Success) is the result of a joint effort between the Exceptional Student Education Department of Monroe County School District, Vocational Rehabilitation and the United States Navy. Located on Sigbee Naval Base, this program serves young adults ages 18-22 years old who have completed 4 years of high school and need continued support in developing "real-world" skills. The TIES Program provides instruction in various independent living skills within both the classroom and community environments. Proper work behaviors and specific job skills are acquired through numerous training opportunities provided by locations at NAS Key West and in the local community.

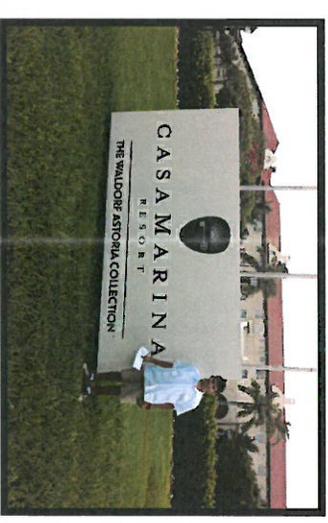


Our Mission

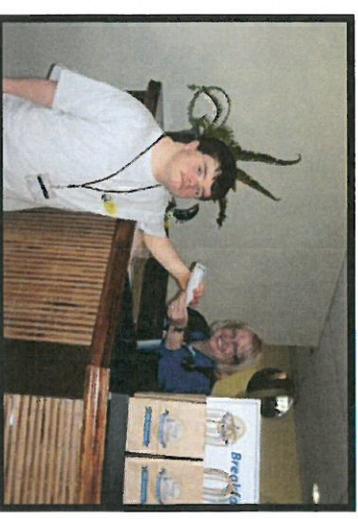
To provide community-based job training and coaching, promoting full independence in competitive employment and/or supported employment, along with independence in daily living skills and recreational activities for students with disabilities ages 18-22.

Our Vision

1. The program will enable participation in community-based employment through job training and job coaching services.
2. The program will provide opportunities for young adults to learn employability skills leading to gainful employment.
3. The program will train employers and co-workers to understand the training methods and accommodations needed by the worker.
4. The program will provide personnel to fill vacant entry-level positions within community business's who are reliable, dependable employees.
5. The program will give young adults with disabilities the skills needed for independent living upon exiting the school system.



Employability skills are introduced in the classroom and practiced in the environment in which they will be used. A central location at NAS Key West provides students with an opportunity to utilize community facilities to practice functional academics, independent living skills, and employability skills in a real-world environment. The program is supported by a teacher and two employment specialists. The TIES staff works closely with potential employers to train the students according to the companies standards and expectations. The goal is to have students successfully employed upon exiting the TIES program.



The Transition TIMES

Spring 2015

Exemplary Students, Model Business Partners

The annual Service to Education Awards Breakfast took place on April 23, 2015 at the Lakewood Ranch Red Cross building. This exciting annual event highlights the most exemplary students and model business partners that schools have the privilege to work with throughout the course of a school year. Students, businesses, families, teachers, agencies, and school district personnel are represented at this event to support the academic and employment efforts of the students in Manatee County Schools.

For the 2014-2015 school year, the Service to Education Awards Breakfast recognized the accomplishments of the following students:

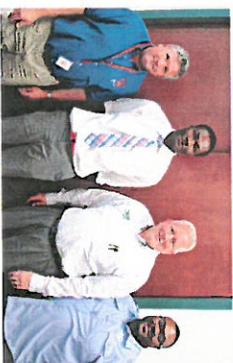
- Bayshore High School: Kenny Alderman
- Braden River High School: John McDonald and Ashleigh McCullough
- Easter Seals VIP Program: Tony Macarthur
- Lakewood Ranch High School: Elizabeth Lingle and Isaac Bristol
- Manatee High School: Wesley Morey and Rebecca Morey
- Palmetto High School: Anna Barwick
- Southeast High School: Brandon Beauregard
- Option 2 Program: Richard Parker

Business Partner Award Winners are:

- Small Business Partner: Mison Fruit Farms
- Large Business Partner: Westgate Public (student employee: Dayvon Heaven)

Throughout the breakfast, stories of hard work, loyalty, leadership, caring, and future goal planning prevailed. We are excited to have the continued support and enthusiasm for the Career Programs in Manatee County schools and congratulate each of our award winners!

*Sara Gaines, FDLRS HR Development/Transition Specialist
Koy Nelles, Option 2 Coordinator*



Large Business Award Winners: Peter E. Dayvon H. Scott (Public Supermarkets), Mr. Heaven



Student winners L-R: Elizabeth L. Ashleigh M. Anna B. Tony M. Brandon B. John M. Wesley M. Kenny A. Rebecca M. Dayvon H.

A special THANK YOU to our annual Service to Education Breakfast Sponsor

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Adult, Career & Technical Education
Exceptional Student Education Transition

Manatee High School

Brent Griffin: An Exemplary Role Model

Brent Griffin is a junior at Manatee High participating in the Career Experience Program at Blake Medical Center (BMC). Brent has been gaining experience in the Occupational Therapy and Physical Therapy OT/PT Departments and is truly appreciated by the staff for doing an exceptional job. While at BMC, Brent performs multiple tasks including sanitizing OT/PT equipment, organizing and preparing supplies and equipment, setting up equipment as requested by the therapists, returning equipment to other locations in the hospital, and training other Career Experience students. In addition to these tasks, Brent is an exemplary role model for other students, modeling and practicing soft job skills on a daily basis. The OT/PT therapists are constantly complimenting Brent on the exceptional job he does, and how courteous and polite he is every day. They truly appreciate Brent's efficient and complete eradication of environmental hazards—germs. Brent is always positive, has perfect attendance, always asks for clarification if he has any questions, gets along well with everyone—peers and professionals—and always puts forth 110%!

While at MHS, Brent enjoys participating in the JROTC program, and in his spare time, he enjoys playing basketball, working out, taking walks, or playing computer games with his friends. After high school, Brent plans to attend MTC to study computers and digital design. Brent enjoys all facets of the Career Experience Program and plans to continue next year. Manatee High School is excited that Brent joined the Career Experience Program this year.

Jenny Wang: Great Impressions

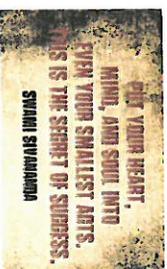
Jenny Wang is a Manatee High School junior that has continued in the MHS Career Experience Program for a second year. Jenny did a phenomenal job at Sweetbay Supermarkets last year and, as expected, she is doing a phenomenal job at Blake Medical Center (BMC) this year. Her excellent work ethic has been observed in both the classroom and work site settings. Jerry Small, Wayne Kirby, or any BMC employee in the kitchen will explain, "Jenny is dependable, reliable, conscientious, and one of the most polite students that has assisted at BMC."

When Jenny arrives at the kitchen, she'll get a hair net and check with one of the supervisors to see what they need assistance with. Jenny will then begin and continue working until the job is complete. Some of the tasks that Jenny performs include working with peers and employees cooperatively, working independently, filling and delivering requisitions throughout BMC, assisting with food preparation, restocking the food service areas, packaging cookies from the bake sheets, and making sandwiches.

Jenny is not sure about her plans after high school, but she is thinking of attending MTC to learn a trade. In her spare time, Jenny enjoys sports with her friends, singing, going to movies, traveling, and taking photographs. We are happy that optimistic students like Jenny decided to join and continue in our Career Experience OTT Program; her patience and perseverance has not only allowed her to be successful at both OTT sites, but has made great impressions on her peers as well as the employees at BMC.



Brent Griffin at Blake Medical Center



Jenny Wang at Blake Medical Center

Lakewood Ranch High School



Left to right: Megan Shea, Sheyenne Phillips, Ms. Bond, and Rachael Jaworski

Is Career Experience Right for You?

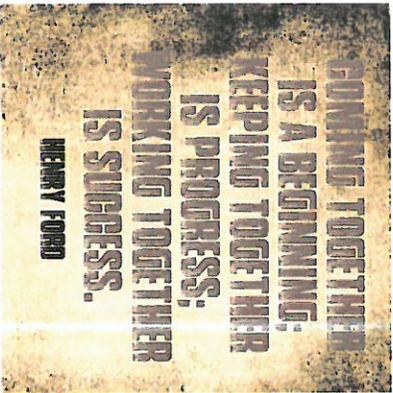
Now is the time of year we invite potential students to shadow the Career Experience Program at Lakewood Ranch High School to see if they might want to be part of the "work force" when school begins in the fall. Pictured from left to right are interested students, Megan Shea and Sheyenne Phillips with Ms. Bond and Rachael Jaworski, the current teacher's aide.

Imagine Megan's surprise when she entered the classroom to find the teacher she had as an elementary student! Even more surprising was that it was many years ago and Ms. Bond remembered her name! It was like old home week. We're so fortunate to have such excellent mentors and role models like our first grade teachers, Ms. Bond and Ms. King. Sheyenne and Megan are planning to join the program next year. We are hard at work now preparing diverse and challenging job experiences. See you next year!

Look What We Cooked Up Now!

There's a new experience here at the Ranch...or should I say with Manatee Technical College (MTC) East. Chef Bert Spagnola started second semester with a few new helpers in his kitchen at the MTC 911 cafe. Pictured from left to right are budding chefs, Brent Drawdy, Danielle Wilkins, Chef Bert, and Issac Bristol. Chef does an incredible job showing our students the ins and outs of a real commercial kitchen. He makes sure they look the part and gain the knowledge they need while he provides the environment where real learning takes place.

Issac was the first student to start with Chef Bert back in February and he came back grinning ear to ear after his first shift. Issac says, "Chef knows how to run a tight ship while making learning fun." Plus, the students come back at noon with some pretty yummy cuisine. Chef says they're a good crew with lots of potential. We say it's just a matter of time before word gets out! If you like working with food, Cafe 911 is the place to be. We're thrilled to have Chef on board and hope to see this culinary school opportunity grow!



Brent Drawdy, Danielle Wilkins, Chef Bert, and Issac Bristol

Bayshore High School

Jerod's Many Career Experiences

Jerod Hamilton, a junior at Bayshore High School, has participated in the Career Experience program for the past two school years. He has had a wide variety of experiences including maintenance and laundry at Westminster Manor, grocery clerk at Sweet Bay/Winn Dixie Supermarket, kitchen at Summerfield Retirement Community, and in the cafeteria and the media center at Bayshore Elementary School. Throughout these experiences, Jerod has learned to front shelves in the grocery store, bag groceries, pull outdated product from shelves, return grocery carts, prepare food, complete cleaning tasks, wash dishes, basic maintenance, check books in/out to students, fold laundry, organize materials, and deliver laundry. This is just a fraction of his acquired job skills.

In addition to specific job skills, Jerod has learned the importance of employability skills such as promptness, following directions, responsibility, cooperation, respectfulness, and willingness to work hard. He plans to continue to be part of the Career Experience program during his senior year, allowing him the opportunity to continue building skills to transition into paid employment. Jerod's evaluations from his supervisors are always positive. Kudos to Jerod for a job well done!



Jerod Hamilton

Bayshore Students Get Hired!

Three students who are part of the Career Experience program at Bayshore High School (BHS) have been hired on and are either working part time or will be starting the job as soon as HR completes the initial paperwork. Congratulations to: Sara Decato, Kenny Alderman, and Ismael Colon!

Sara and Kenny, both seniors, were hired at Summerfield Retirement Community and work in the kitchen about 25 hours per week. They are learning many specific culinary skills as well as how to be servers. Both students enjoy their jobs and particularly like getting paid for their hard work. The supervisor in the kitchen, Chef Scott, is extremely pleased with their work ethic. Sara became a paid employee this past summer and is now part of the Career Placement program. Kenny was hired just before the winter break. Both Sara and Kenny plan to keep their jobs and continue to learn as they transition out of high school. Sarah would like to go to MTC after high school to work towards her career goals. In addition to their part time jobs, both students are part of the Career Experience program where they earn school credit for working during the school day in various types of positions to gain a variety of job skills.

Ismael Colon, a junior, was recently hired at Westminster Manor in maintenance/housekeeping. He is in the process of completing the necessary paperwork through HR



Sara Decato, Kenny Alderman, and Ismael Colon

and will begin working shortly. He has acquired many maintenance skills throughout his time in the Career Experience program. Ismael will now work in the Career Placement program where he will have time to leave the high school for paid employment. While in Career Experience, he impressed the supervisors so much at Westminster Manor with his pleasant personality and his willingness to go above and beyond in completing tasks that they could not wait to hire him.

Congratulations to Sara, Kenny, and Ismael on their first time to be hired on as paid employees! Mrs. Condon the BHS OJT Coordinator, is very proud of them. "I'm encouraging them to keep up the good work and success will continue to follow," she says.

Southwest High School



Jaquez Fisher

Jaquez: Trying Something New

Jaquez Fisher has participated in the Career Experience Program at Southwest High School during this school year by trying out job sites in occupations that were interesting to him. At the start of the year he worked with the crew at First Street Cafe, where he learned to perform a variety of chores related to the restaurant business. He completed those duties given to him well, earning him praise from his supervisors. Mid-year, Jaquez decided he would like to try something new and totally different by learning about automotive repair and maintenance.

Kenny Lyons, from Kenny's Automotive on Martin Luther King Boulevard, was willing and eager to take on someone who was a total novice at car care and teach him the basics. Since starting at Kenny's Automotive, Jaquez has learned to perform simple vehicle maintenance such as checking all the fluids, changing windshield wipers, performing oil changes, checking the pressure, and numerous other jobs. Great job, Jaquez!



Hector's Valuable Services

Hector Rodriguez participates in the Southwest High School Career Experience program at Same Day Services at Manatee Memorial Hospital, under the supervision of another former Southeast student. Heather Parrish participated in the Career Experience program in the same department over a decade ago and has been employed at the hospital since graduating. Heather now mentors the students who are in the Career Experience program when they are assigned to her department.

Hector has several tasks he has learned such as cleaning and preparing stretchers, transporting patients to their cars after their procedures, picking up unit supplies from Central Stores, and stocking them in the appropriate places. He also runs a variety of errands such as picking up materials from the laboratory for the department. This frees the nurses from these tasks so they have the opportunity to perform other important duties. Hector also spends time picking up and returning wheelchairs from transportation and guiding visitors to help them find various places in the hospital. Hector's many valuable services are appreciated by the unit staff and their patients!



Hector Rodriguez

Braden River High School

John McDonald: A Great Student

John McDonald has been part of the Braden River High School (BRHS) Career Experience class for two years. During that time John has come a long way! He has gained experience learning a variety of job skills such as customer service, organization, and teamwork. John first worked in the BRHS coffee shop. He was so excited to make the different types of coffee, add the correct amount of sugar and creamers, serve, and collect money from customers. John did exceedingly well in the coffee shop and enjoyed drinking what was left over at the end of the class! The coffee shop helped him become more social and build relationships with other students in his class.

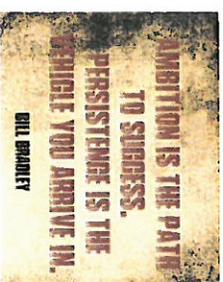
When the coffee shop was shut down, John was placed in the BRHS cafeteria. A high school cafeteria is a fast paced, stressful environment, and this site feeds 2,000 students a day! However, the cafeteria supervisor and staff are a great team. They are patient and kind and Braden River is thankful for all that they do for the school and the Career Experience program! The cafeteria team took John under their wing, taught him about food preparation, safety, sanitation, and how to work together to get the job done. The cafeteria staff, teachers, and family are all pleased with John's progress, and he plans to attend Manatee Technical College's Culinary Arts program for the fall semester. Mr. Pettis, the Job Coach at Braden River High School, is "so proud of John and hopes nothing but the best for him." Thanks John for being such a great student!

Ashleigh's Impressive Accomplishment

Mr. Pettis, the Job Coach at Braden River High School says, "Ashleigh has been one of the best Student Teacher Aides that I have ever had in the Career Experience class." That is an impressive accomplishment, since Mr. Pettis has worked with students in Career Experience for the past six years. Ashleigh seems to have a gift for working with young children. She currently works at Tara Elementary as a teacher aide with Mrs. Ward's third grade class. Ashleigh often works one on one with a boy who is a struggling learner. Mrs. Ward has been so thankful for Ashleigh's help with this young boy because she has seen a big change in this child's academic and social progress since Ashleigh has worked with him. The other students in the class like working with Ashleigh as well, as she has developed a close bond with these students. Ashleigh does many different tasks for Mrs. Ward such as grading, cutting, sorting, filing, taking the students to specials or lunch, and much more. Ashleigh is a very kind and passionate person



John McDonald



Ashley McCollough helps a student

Palmetto High School

Anna: A Bright Future Ahead

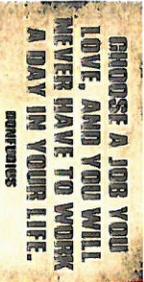
Anna Barwick, a senior at Palmetto High School (PHS), has her heart set on a career in childcare. During her time at Palmetto High School she has taken the Childcare Development classes for the past three years and is interested in getting her certification in childcare when she graduates. While at PHS she has participated in the Career Experience class and has worked in various types of jobs. Anna worked at SweetBay as a bagger, Tiltman Elementary as a teacher aide in the VPK classroom, and is presently working at The Church on the Rock where she is assigned in the two-year-old room. Her supervisors are pleased with how well she interacts and monitors the children. Some of her duties include playing with the students and monitoring them on the playground to make sure they are safe.

Her Career Experience teacher, Bryan Wilkes, says "Anna's attendance, punctuality, and kindness are her strengths which are important traits that employers are seeking, especially in the daycare business. Anna is always willing to go the extra mile and do what is needed." Anna is also on the PHS rowing team and this activity also contributes to her determination to do her best.

Career experience is the perfect opportunity for Anna to transition into a paid position in child care after she graduates. The class not only offers her work experience but provides documentation of her experiences that may give her an advantage over other graduates.



Anna Barwick



Diploma Option 2

Richard: Moving to Learn, Finding His Dream

Some people just need to move around more than others. After years of participating in the traditional classroom setting, Richard Parker realized he was experiencing difficulty learning in that environment. In order to earn his diploma, he entered the Option 2 program last year at age 17.

At the same time, Richard found out he had been accepted into a Job Corp program, so he withdrew from Option 2 and entered the Job Corp program. Job Corp ended up being much different than he had anticipated, so he eventually re-enrolled in the Option 2 Program.

Richard progressed in Option 2 with different types of employment. Soon, he found a position at A.P. Bell Fish Market in historic Cortez Village. This position suited his desire to do physical work in a field that excited him. Richard loves being by the water, being physically active, and working with other people.

(Continued on page 8)



Richard Parker

Diploma Option 2

Richard, continued

"The Option 2 program did help me out a lot. It definitely got me ready for the work force. The main thing is that the Option 2 program pushed me into getting a job, which is where I am now. I found the job that I plan to do for the rest of my life."

Richard easily retains information he is responsible for when he works on the docks. When Mr. Nelles, the Option 2 Job Coach, was collecting his final paperwork for the program, Richard explained the difference between sea bird behaviors around the docks, pointing out the friendlier and less friendly types of pelicans.

Richard's progress toward a career does not stop at the docks and he has since gone on commercial fishing trips. The last time Mr. Nelles caught up with Richard, he confirmed a rumor that he had purchased his own boat. With his own savings and assistance from his grandparents, Richard was able to purchase a boat with a 90 horsepower Yamaha motor. He is preparing to get his Saltwater Products License.



Richard's friendly, enthusiastic, and upbeat personality has helped him maintain employment throughout Option 2 even though he moved through different jobs before finding the work he really enjoys. Richard realizes that to graduate from high school in a traditional setting, he would have been at least 20 years old before graduating. He is lucky to have found his lifetime career during this journey and he didn't have to wait to pursue his dreams.

A lot of things can happen in two years of high school to distract struggling students from pursuing career goals. However, Richard's calling to work near and on the sea is strong and true, and it would not be surprising if in the years to come he is very prosperous in his work, be it a commercial fisherman, boat captain, or other related career. Apply, Richard is considering naming his boat "Do You Fish?"

**A GOOD JOB IS MORE THAN JUST A PAYCHECK.
A GOOD JOB FOSTERS INDEPENDENCE AND DISCIPLINE,
AND CONTRIBUTES TO THE HEALTH OF THE COMMUNITY.**

JAMES H. DOUGLAS, JR.

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