

## **Leon County's Transition Services Integration Model: A Guide for Collaboration**

The following is a collaboration guide for the Customized Career Planning Teams (CCPTs) which serve Leon County's Transition Services Integration Model (TSIM) students. Because the TSIM and Customized Career Planning approach to transition is entirely consumer-centered, it is necessary for the CCPTs to work synchronously to individualize their services to students. The six sections below attempt to provide a blueprint for the kind of collaboration needed for successful student transition.

1. **Leon County's Transition Services Integration Model: An Overview** - This section gives a brief overview of TSIM and its methodology for providing seamless transition from high school to adult life. It also includes a description of Customized Career Planning.
2. **Blending Services and Braiding Resources: Flow Chart** - The flow chart depicted in this section indicates processes that should be followed in order for students with developmental disabilities to achieve and maintain integrated, competitive employment. Note the blending of services and braiding of funding through the use of a single source private provider (hybrid) for Customized Career planning.
3. **Leon County's Transition Services Integration Model: Steps for Customized Career Planning** – These are steps specifically detailed for the successful delivery of Customized Career Planning; these steps should be followed by the team. This section includes: the activity to be taken; the initiator of the activity and the members of the CCPT who will participate in the activity.
4. **Transition Services Integration Model Pilot Action Plan for Leon County-** The Action Plan found in this section indicates the sequence of activities suggested for planning and implementing a TSIM pilot. In addition, recommended membership for an advisory council is included of which one party/organization should assume a leadership role.
5. **Leon County Schools Exceptional Student Education Consent for Mutual Exchange of Information** – In order for seamless student transition to take place, there must be seamless professional collaboration; and in order for this to occur, there must be a vehicle for sharing personal information without violating student privacy. The fifth section of this guide provides a form for Consent for Mutual Exchange of Information, which when completed and signed appropriately allows Leon County Schools to legally share student information.
6. **Acronyms**-The sixth and final section offers a list of acronyms used within the guide.

## **Leon County’s Transition Services Integration Model: An Overview**

### **The Challenge**

Due to delayed interagency collaboration and planning, too many students experience a “black hole” at the end of their school careers. Much of the progress many students make during their school-based work experiences in the community is interrupted at the time of transition.

### **Partnering to Meet the Challenge**

In answer to this challenge, Leon County Schools has launched a pilot program in which service is structured by sharing responsibility and redirecting joint resources into an integrated short term one-stop system. This is done at the point of transition or the final year a youth with a significant disability is in a public school.

### **An Evidence Based Pilot**

(The) Transition Services Integration Model (TSIM) is a unified effort by all three service systems (local education authority, vocational rehabilitation and developmental disabilities program) that are equally but independently responsible for transition. Implemented in Maryland and California, this evidence-based approach has had excellent outcomes. Describe hybrid role.

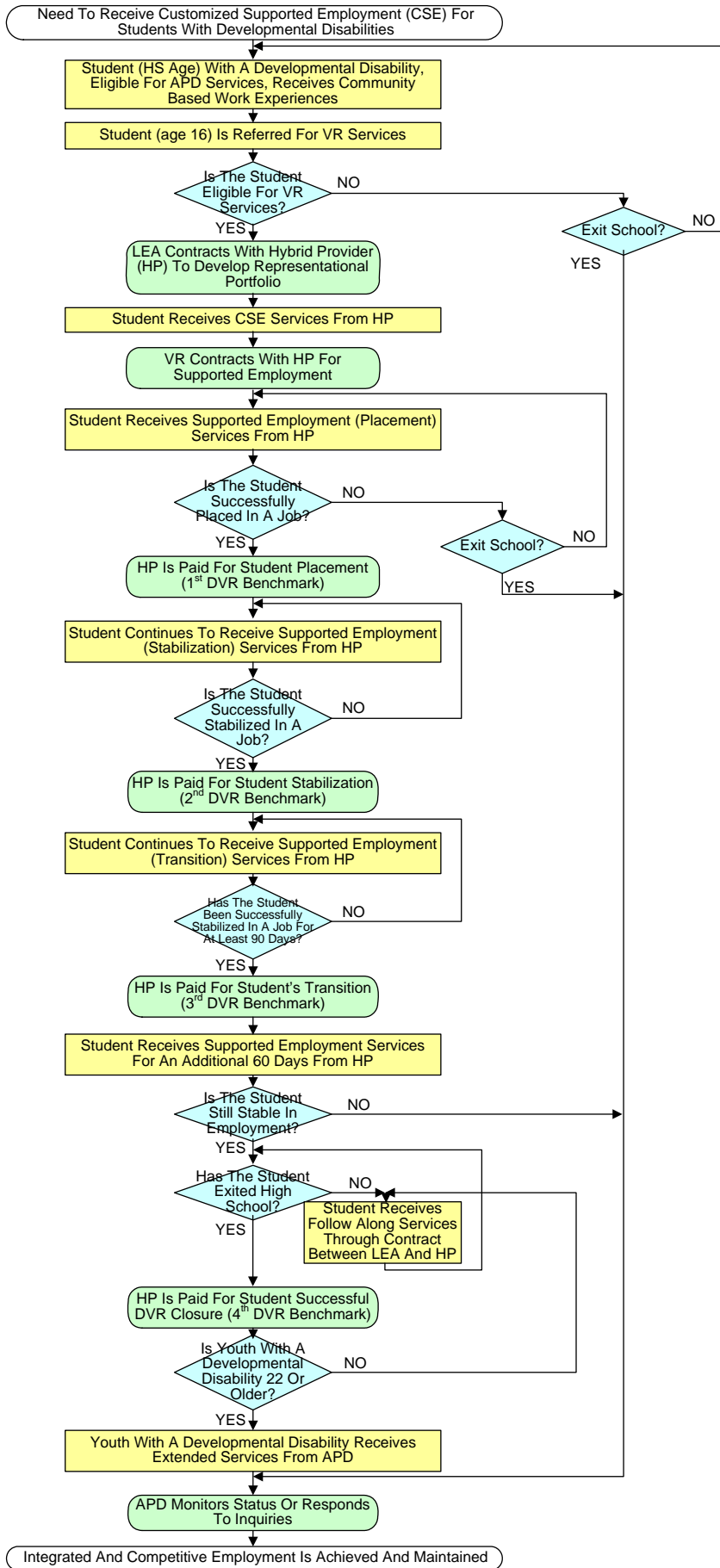
### **Customized Career Planning**

The pilot will utilize a unique comprehensive process to customized, supported employment which links each step to the next, and results in a person-directed planning process and a customized job match between a student and employer or work experience site.

### **New Policies Create New Opportunities**

It is expected that as new policies and approaches develop, the students will have real jobs in the community prior to graduation, spend non-work time in integrated environments with non-disabled peers and through collaborative funding, have the same job coaches and the same agency supporting these activities when they exit the public school system.

The Objective Of This Process Is To Assist Students With Developmental Disabilities And Achieve And Maintain Integrated, Competitive Employment



## Leon County’s Transition Services Integration Model: Steps for Customized Career Planning

STEPS	Initiator	Participants	When
1. Verify that student has applied for Vocational Rehabilitation (VR) and Agency for Persons with Disabilities (APD) services. If not, make referrals to VR and APD.	Teacher	Teacher or Student Case Specialist (SCS)	Upon referral to class
2. Invite all team members to Transition Individual Educational Plan (TIEP) meeting*	Teacher	Customized Career Planning (CCP)/TIEP Team*	Upon referral to class
3. Explain Discovery process, Customized Employment, and Vocational Profile to job seeker and family.	Teacher	CCP/TIEP Team	During IEP meeting
4. Ask for documentation of Social Security information to determine if eligible for a Plan for Achieving Self-Support (PASS)	Teacher	CCP/TIEP Team	During IEP meeting
5. Determine eligibility for other services by utilizing the Big Bend Spectrum and Guide.	Teacher	CCP/TIEP Team	During IEP meeting
6. Schedule initial meeting with job seeker and family at the job seeker’s home (or alternate location if requested by the job seeker and/or family).	Teacher or SCS	Teacher or SCS	1 <sup>st</sup> month
7. Complete identification information on profile sheet before home visit. Have job seeker and/or family confirm that information is complete and accurate.	Teacher or SCS	Teacher or SCS	1 <sup>st</sup> month
8. Before or after the home visit, tour neighborhood and observe surroundings, safety, businesses, culture, transportation, services near the home, etc. Document findings.	Teacher or SCS	Teacher or SCS and hybrid	2 <sup>nd</sup> month
9. Meet with job seeker and family for 1-1 ½ hours in their home or alternate location. <ul style="list-style-type: none"> <li>- Interview the job seeker and family about their routines</li> <li>- Ask about formal responsibilities, chores</li> <li>- Inquire about community activities</li> <li>- If the job seeker is willing, have them show their room</li> <li>- Have them demonstrate how they do chores and what they do for activities</li> </ul>	Teacher or SCS	Teacher or SCS and hybrid	2 <sup>nd</sup> month
10. With the job seeker’s permission, meet with and interview other people who know the job seeker well (teachers, agency staff, other related services staff, friends, neighbors, etc.) to obtain more information about the job seeker’s interests, support needs, successful support strategies, and performance in various activities, as well as to identify connections.	Teacher or SCS	Teacher or SCS and hybrid	2 <sup>nd</sup> month

<b>STEPS</b>	<b>Initiator</b>	<b>Participants</b>	<b>When</b>
11. From the information gathered, identify some familiar activities that the job seeker participates in (work, a favorite community activity, church, a familiar store...) and attend them with the job seeker to observe their performance, interests, connections...	Teacher or SCS	Teacher or SCS and hybrid	3 <sup>rd</sup> month
12. Based on the job seeker's interests, determine an unfamiliar activity that they haven't tried before or a place they haven't gone before and participate in this activity with them. Observe to obtain more information about support needs, reactions, attention to natural cues, etc.	Teacher or SCS or hybrid	Teacher or SCS and hybrid	3 <sup>rd</sup> month
13. Return to job seeker's home or alternative location for additional information, unstructured conversation, observation, and further interview if needed.	Teacher or SCS or hybrid	Teacher or SCS and hybrid	3 <sup>rd</sup> month
14. Review files and records of past and current services.	Teacher or SCS or hybrid	Teacher or SCS and hybrid	3 <sup>rd</sup> month
15. Capture information obtained in Discovery in a Vocational Profile or other document and be very descriptive.	Teacher or SCS	Teacher or SCS and hybrid	3 <sup>rd</sup> month
16. Provide a copy of draft Vocational Profile or other document to job seeker and family for their review, suggestions and approval.	Teacher or SCS	Teacher or SCS and hybrid	3 <sup>rd</sup> month
17. Provide copy of Vocational Profile or other document to CCP/TIEP Team for review.	Teacher or SCS	CCP/TIEP Team	3 <sup>rd</sup> month
18. Schedule/hold Customized Career Planning Meeting to develop a plan for job development.	Teacher or SCS	CCP/TIEP Team	3 <sup>rd</sup> month
19. Create the Student Portfolio based on Discovery.	Teacher or SCS	CCP/TIEP Team	4 <sup>th</sup> month
20. Negotiate Customized Employment	Hybrid	Hybrid	4 <sup>th</sup> month

**Note: While gathering information during Discovery, capture the person's skills, contributions, and performance of job tasks in pictures for their Representational Portfolio.**

**\*CCP/Transition IEP Team Members**

- Student
- Parent/Guardian
- Teacher
- Student Case Specialist
- VR Counselor
- APD Support Coordinator
- Hybrid Job Coach
- Employment Specialist
- Supported Living Coach

**TSIM Acronym List**

- SCS Student Case Specialist
- CCP Customized Career Planning
- VR Vocational Rehabilitation
- APD Agency for Persons with Disabilities
- SSI Social Security Income
- PASS Plan for Achieving Self-Support
- TIEP Transition Individual Educational Plan

## Transition Services Integration Model Pilot Action Plan for Leon County

What	When
1. Target 10-12 students projected to exit in next 2 years.	Complete
1a. Identify services for which students are eligible.	Complete
1b. Send 1-pg. flyer on TSIM.	Complete
1c. Send PP presentation to new Committee members	Complete
2. Identify school-based teacher responsible for instruction, IEP and activities w/adult agencies	Complete
2a. Hire teacher	Complete
3. Bring hybrid onto Advisory Committee	Complete
3a. Status of school district/hybrid contract	Complete
3b. Form funding sub-group to create flow chart	Complete
3c. Monitor School Board approval as part of consent agenda	N/A
4. Acquire school board approval and necessary waivers	N/A
5. Identify home base	Complete
6. Identify transportation challenges and solutions	Complete
6a. Investigate students who qualify for transportation services	Complete
7. Create detailed program budget with any additional funds and resources available	Complete
7a. Include in budget: contract w/hybrid, transportation, communication needs, funds generated by Leon County through FTE grants and discretionary fund.	Complete
7b. Target resources-APD, VR, FDDC, Able Trust	Complete
7c. Invite Able Trust	Complete
7d. Ask consultant how program is cost-neutral	Complete
7e. Turn-around time for grant-\$\$ available 8/28	Complete
8. Identify national experts	Complete
9. Develop 1 pg. flyer to harness parental support.	Complete
9a. Send flyer to all.	Complete
9b. Develop contractual agreement with parents/ student- <i>part of packet, signed at IEP meetings</i>	Complete
9c. Contact experts for suggestions on student contract	Complete
9d. Develop PP presentation for students	Complete
9e. Send to all for feedback	Complete
10. Invite school principal, hybrid, VR Counselor to next meeting	Complete
11. Secure involvement from VR	Complete
11a. Request additional aide/job coach from VR (now included in grant)	N/A
12. Identify VR liaison counselor to target students	Complete
13. Schedule next meeting	TBA after 1 <sup>st</sup> evaluation report
14. Identify VR coordinator/liaison	Complete
15. Identify hybrid which must be multi-authorized to receive funding from school district, APD, and VR	Complete
16. Identify state-level APD coordinator/liaison	Complete
17. Commitment to provide ongoing additional funding	As needed
18. Follow-up with APD to identify/designate local APD liaison	Complete

19. Identify classroom	Complete
20. Provide additional services through WIA funds to eligible students	On-Going
21. Contact consulting firm to assist with development of methodology	Complete
21a. Work with 3 <sup>rd</sup> party evaluator to develop methodology	Complete
21b. Put hybrid in contact with evaluator to investigate ways of reducing evaluation paperwork	Complete
21c. Meet to discuss evaluation methodology	Complete
21d. Request VR funding for 3 <sup>rd</sup> party evaluation	Complete
21e. Monitor VR contract	Complete
22f. Send student/teacher contact information to lead office	Complete
22g. Send contact information to evaluator	Complete
22h. Obtain student releases	Complete
22i. Schedule 1 <sup>st</sup> site visit	Complete
22. Explore and identify research-based systems for successful employment, i.e., “Customized Employment, Discovery and Profile”	Complete
22a. Ask trainer about # of students allowed in training( <i>up to 20</i> ), reduction of training days (7)	Complete
22b. Write FDCC grant proposal to fund Graduate to Work training and additional paraprofessional for program	Complete
22c. Send RFP announcement to all.	Complete
22d. Coordinate Discovery time line with trainer, hybrid, teacher	Complete
22e. Give contract manager’s contact info to trainer	Complete
22f. Ask trainer if training can be videotaped-yes	Complete
23. Plan MOA/TSIM roll-out/press release	Complete
23a. Send lead office invitation list; who needs to be recognized	Complete
23b. Reword “purpose” of TSIM pilot for roll-out	Complete
23c. Seek funding source for roll-out reception	Complete
24d. Send invitation to all	Complete

**Recommended Members for an Advisory Council**

- Local school board transition specialist
- Local school board contract manager
- Private provider (hybrid) representative
- Vocational Rehabilitation Area Supervisor and a counselor
- Local Office Agency for Persons with Disabilities Supervisor and a support coordinator
- School Principal and teacher
- Parent of student with disability
- Student with a disability
- Navigator or representative from local One Stop (if available)
- Others as needed

Note: It is suggested one party/organization assume a leadership role.

## Leon County Schools Exceptional Student Education CONSENT FOR MUTUAL EXCHANGE OF INFORMATION

This Consent for Mutual Exchange of Information will be in force from this date through the student's graduation or exit from school, unless revoked in writing.

\_\_\_\_\_  
Student's Legal Name DOB Social Security Number

\_\_\_\_\_  
School Date

**A vital component of successful school-to-work transition is the interagency collaboration that will be developed with every student who may require support services. This form may also be utilized for elementary or middle school students prior to the transition age.** I hereby authorize the mutual exchange of records regarding the above named student between the Leon County School System and the agencies that are checked below. All information shared between the agencies shall be used for legitimate purposes and confidentiality of all student records shall be maintained in accordance with applicable federal and state law. I also understand that all information will be used only for the purpose of assisting the student with educational and/or transition services. Note: The Family Educational Rights and Privacy Act (FERPA) allows schools to disclose records, without consent, to specific parties (see back of form).

**The following information and records may be released:**

- |  |  |
|--|--|
| <input type="checkbox"/> Psychological Reports<br><input type="checkbox"/> Speech/Language Reports<br><input type="checkbox"/> Health/Medical Records (Including vision/hearing records)<br><input type="checkbox"/> Social/Development History<br><input type="checkbox"/> School Records<br><input type="checkbox"/> Other information and records that are relevant in terms of the student including vocational experience documentation forms | <input type="checkbox"/> Written Agency Plans<br><input type="checkbox"/> OT/PT Reports<br><input type="checkbox"/> Staffing Reports<br><input type="checkbox"/> Evaluation results (formal and informal)<br><input type="checkbox"/> Individual Educational Plans (Previous)<br><input type="checkbox"/> Social Security Administration Records |
|--|--|

**Agencies authorized to exchange information:**

<input type="checkbox"/> Agency for Persons with Disabilities	<input type="checkbox"/> Leon Advocacy and Resource Center
<input type="checkbox"/> Children's Medical Services	<input type="checkbox"/> Social Security Administration
<input type="checkbox"/> Division of Vocational Rehabilitation	<input type="checkbox"/> One Stop Centers/Workforce Plus
<input type="checkbox"/> Division of Blind Services	<input type="checkbox"/> Easter Seal
<input type="checkbox"/> Department of Children and Families	<input type="checkbox"/> United Cerebral Palsy
<input type="checkbox"/> Personnel Development Services <input type="checkbox"/> Center for Autism and Related Disabilities <input type="checkbox"/> AmeriCorp through Volunteer Florida <input type="checkbox"/> Ability 1 <sup>st</sup>	<input type="checkbox"/> Other agencies or providers (i.e. physicians, psychologists that have significant contact with the student)-Please specify:

\_\_\_\_\_  
PARENT/LEGAL GUARDIAN/SURROGATE/STUDENT (AGE 18 & ABOVE) DATE

For adult students with legal rights, please check one box: I give permission for \_\_\_\_\_ to share in my education.  yes  no  
(Parent or designee)

*If you have any questions regarding this notice or the attached Procedural Safeguards, (Rule 6A-6.3311, FAC) you may contact the ESE District office at 487-7160 or the Florida Department of Education at 245-0475. Additional copies of the Procedural Safeguards are available upon request.*

**Leon County Schools, Consent for Mutual Exchange of Information**

In general, schools must have written permission from the parent or eligible student in order to release any information from the student's education record. However, the provisions of 34 CFR Section 99.31, the Family Educational Rights and Privacy Act (FERPA) allow schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Therefore, records could be disclosed to other school districts, Area Technical Centers, Florida Community Colleges, and Florida Colleges/Universities, without consent.

Information about FERPA is available at the following website:  
<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.htm>

### **TSIM Acronym List**

TSIM	Transition Services Integration Model
SCS	Student Case Specialist
CCP	Customized Career Planning
CCPT	Customized Career Planning Team
VR	Vocational Rehabilitation
APD	Agency for Persons with Disabilities
SSI	Social Security Income
PASS	Plan for Achieving Self-Support
TIEP	Transition Individual Educational Plan
CSE	Customized Supported Employment
LEA	Lead Education Agency
HP	Hybrid Provider
FERPA	Family Rights and Privacy Act
ESE	Exceptional Student Education