

PART II

High School/High Tech
Putting it All Together

CHAPTER 7:

Launching a HS/HT Program

This chapter discusses what to consider when planning, developing, and implementing a HS/HT program. It explores the role of advisory bodies and examines the importance of partnerships and interagency collaborations. It spells out the roles and functions of HS/HT coordinators at both the state and local levels. Additionally, it includes information on many of the lessons learned from HS/HT programs around the country.

Historically, HS/HT programs have depended on multiple sources of support to address the range of needs of transition-age youth with disabilities. The experiences of the ODEP grantees demonstrate the ability to successfully expand the depth and breadth of a HS/HT initiative and to facilitate long-term sustainability when a state infrastructure is in place to support local implementation and when there are dedicated staff at both the state and local levels. Consequently, this chapter promotes the establishment of a state infrastructure, while at the same time acknowledging the infrastructure development that must occur at the local level to implement HS/HT programming successfully.

Establishing the Infrastructure Needed to Support HS/HT

Identify the State Agency to Lead the State Infrastructure Development Effort

One of the first steps needed to establish a state level

infrastructure to support HS/HT involves the identification of a state level agency or state-sanctioned entity to head this effort, and serve as a home base or center of operation. While no particular organization or type of program has emerged as the forerunner to play this role, experiences from the current states have identified a set of factors that should be considered when selecting which state level entity should take the lead. HS/HT programs are most successful when housed in an organization that

- is capable of providing in-kind support for such things as office and meeting space, supplies and equipment, and specialized services such as data collection, program evaluation, marketing, and fiscal management;
- has legal authority to undertake fundraising activities and to accept resources from both public and private sources, and/or the capacity to arrange interagency transfers of funds among partners;
- has the capacity to influence resource allocation decisions of multiple agencies and programs focused on transition services;
- has established relationships (preferably through written agreements) with a variety of state agencies that are committed to applying for grants to support HS/HT and are willing to incorporate HS/HT into grant proposals addressing transition services;
- is willing to incorporate elements of the *Guideposts* and references to HS/HT into Request for Proposals

(RFPs) that are being issued to distribute discretionary funds to support transition services;

- has a track record and credibility for advocacy and support of youth with disabilities; and
- is recognized as a trusted convener by key governmental agencies.

These lessons are drawn from the experiences of all the states that received ODEP funding to help launch a state infrastructure, as well as from states that launched the program without the benefit of such seed money (e.g., South Carolina). Another emerging lesson is that the initial home for HS/HT may not be the final home. Some constrictions in state laws, such as contracting rules and the inability to accept funding other than appropriated funds, place constraints on state agencies that would not be applicable for non-profit organizations. In such cases, administering HS/HT through a non-profit organization or creating a spin-off non-profit to administer HS/HT may be necessary. However, even when a non-profit strategy is pursued, the key factors noted above that focus on generating “permanent” support on the part of state government need to be carefully considered.

Determine State-Level Staffing

Along with selecting an appropriate center of operations for the HS/HT program, determining appropriate staffing needs is critical to a program’s success. While there are many options, the most successful HS/HT programs maintained one to two full-time staff at the state level to carry out services during the launching stage. The state infrastructure for HS/HT typically includes at least one additional person (usually part-time) who provides administrative support, fiscal management, support for data collection, assistance with program evaluation, etc. In some states, such part-time administrative staff have been financed with funds from the HS/HT budget, while others were financed through an “in-kind” contribution by the agency leading the state infrastructure development effort. As a HS/HT program grows and the number of local sites increases, more state-level positions may be needed to undertake specific duties such as program development and/or intensive one-on-one consultation with developing local sites.

The following list outlines the responsibilities typically undertaken by the state coordinator. This information will be helpful in developing a job description for the state coordinator and in making decisions regarding supervisory roles and the time commitment and salary for this position. HS/HT state coordinators are typically responsible for **state level development and coordination**, including

- meeting with state agency representatives, partners, potential partners, employers, and other stakeholders to
 - ~ promote the HS/HT program model,
 - ~ explain the benefits of HS/HT as they relate to student outcomes,
 - ~ solicit involvement and support, and
 - ~ facilitate interagency cooperation and coordination;
- facilitating strategic planning for HS/HT, including convening and managing a state-level advisory body and conducting regularly scheduled meetings;
- developing and monitoring the budget, either individually or by working with the financial officer of the fiscal agent for HS/HT;
- developing a plan for the long-term sustainability of HS/HT, including researching and responding to funding opportunities at the national, state, and local levels;
- consulting with the HS/HT advisory body, parent agency, stakeholders, and consumers to determine the process and timelines for local implementation and expansion;
- supervising state level staff;
- developing materials to be used in marketing and outreach to different target populations;
- participating in and serving on boards, committees, advisory groups and work groups that address issues related to disability, education, transition services, postsecondary education, vocational training, employment, etc.;
- presenting on HS/HT at national, state, and local conferences and meetings;

- assisting with the coordination of statewide activities such as National Groundhog Job Shadow Day, Disability Mentoring Day, or a statewide internship program;
- assisting in the planning and development of the state's Youth Leadership Forum, as appropriate; and
- developing a data collection system (Chapter 9 addresses the topics of data collection and evaluation in further detail).

State coordinators are also typically responsible for **supporting local sites** in the following ways:

- assisting with the development of partnerships at the local level;
- assisting with the coordination of local meetings and events, and the recruitment of local businesses;
- ensuring local coordinators receive training centered on the *Guideposts* and convening statewide meetings of local coordinators for the purpose of technical assistance, networking, and resource sharing;
- coordinating video conferences and conference calls with local sites to determine the progress of local implementation and to share promising practices and effective strategies for service delivery and partnership development;
- assisting with the development of program activities and curriculum to address the different components of the *Guideposts*;
- managing and conducting the process for local implementation and program expansion;
- conducting site visits and monitoring local sites;
- conducting outreach to or assisting with outreach efforts targeted for students, parents, state agencies, local service providers, employers, etc.;
- ensuring quality controls are established for the supervision of local coordinators and establishing a management information system for use by local sites; and
- compiling, synthesizing, and analyzing data collected from local sites for use in reporting program results to partners and stakeholders, particularly entities providing financial support.

In developing training programs and providing technical assistance and support to meet the needs of local sites, the state coordinator must consider the diverse backgrounds, training, and professional experiences of the local coordinators. In many cases, statewide gatherings of all HS/HT staff are the only opportunities for local coordinators from different geographical areas to meet and form a network of support. Statewide meetings also provide opportunities for local coordinators to meet members of the state-level advisory body, to plan and discuss program activities, to learn about program management and reporting requirements, and to share successful strategies.

How Will the State Support Implementation of HS/HT on the Local Level?

Know the Landscape

In making decisions regarding state support of local implementation, it is important for the state to determine if there are any existing HS/HT programs operating. In addition to the nine states that have state infrastructure to support HS/HT, a number of locally operated programs exist in many other states. Visit the national HS/HT website, <<http://www.ncwd-youth.info/HSHT/index.html>>, for information on programs throughout the country. Where such local programs do exist, decisions will need to be made by the state as to how to coordinate with and bring the existing program(s) within the state-led effort.

Delineate Responsibilities

When a state infrastructure exists, it is imperative to delineate which issues related to local implementation will be dealt with at the state level, and which will be left up to local decision-makers. For example, if the state infrastructure provides funding for local implementation, the entity leading the state infrastructure development effort, the state-level advisory body, and/or the state coordinator, may have responsibility for identifying and managing a process for distributing funds to local sites. If a RFP process is used to establish local sites, certain parameters for local implementation may be spelled out in the RFP

announcement. If local implementation is to be managed through an interagency agreement, specific aspects of local implementation may be spelled out in the written agreement. If the funding for local implementation is going to be secured through partner programs, aspects of local implementation may be spelled out in legislative and/or regulatory language applicable to the partnering programs. If the local implementation begins with a resource mapping exercise, some aspects of local implementation may be determined by the results obtained through the exercise.

Decide Where Local HS/HT Sites Will Be Housed

Local HS/HT sites can be housed in any number of places and many different approaches have been taken to identify the agency or program to house a local site. Certain advantages and disadvantages are likely to be associated with housing local sites in different organizations or programs. Some of these issues have implications for securing the resources to support a local site and also for the training and technical assistance that will be needed to support local implementation.

Some of the advantages commonly associated with housing a local HS/HT site in a secondary educational setting include

- easy access to participating youth;
- opportunities to secure meeting space and access computers and other types of technology free of charge;
- natural opportunities to facilitate school-based preparatory activities, particularly HS/HT activities that complement what students are learning in science, math, and information technology classes;
- the potential to minimize challenges associated with transporting students to and from regularly scheduled HS/HT meetings; and
- parental participation may be easier to facilitate.

One potential disadvantage associated with housing HS/HT in a school setting is the inability to access the school's facilities on weekends and during the summer. Another potential disadvantage is the lack of training

that school personnel sometimes have on elements of the *Guideposts* beyond school-based experiences.

Local HS/HT sites that are housed in Independent Living Centers (ILCs) tend to have strong connections to the disability community and easy access to accessible technologies, accommodations, and support services. Since many, if not most, ILCs rely on an individual case management process, participating students have access to intensive one-on-one assistance addressing many different aspects of their lives and providing guidance throughout the transition process. HS/HT programs housed in ILCs tend to be relatively comprehensive in terms of connecting activities and family involvement, and may include some youth development and leadership activities. Many HS/HT programs housed in ILCs have particularly strong components addressing self-determination, self-advocacy, and independent living skill building. Some ILCs have accessible vans that can be used to transport students to HS/HT meetings and other activities. On the other hand, HS/HT sites housed in ILCs have historically been more costly than school-based programs and programs housed with other service providers such as VR or WIA youth programs. In addition, HS/HT programs housed in ILCs may require more training and support with regard to program components dealing with school-based preparatory experiences and work-based learning experiences.

Local HS/HT sites housed in VR offices also have certain advantages and disadvantages that should be considered. Some of the advantages include

- easy access to the expertise of VR counselors, transition coordinators, and other specialized VR staff such as benefits planners, job placement specialists, and job developers;
- access to significant in-kind support and to accessible computers and equipment;
- staff who have significant experience in serving individuals with different types of disabilities and different levels of severity;
- access to vocational assessments, information on different careers, and an understanding of the needs of the local workforce;

- established relationships with local employers and various skills training programs;
- facilitated referrals of HS/HT students for eligibility determinations which can potentially facilitate their access to the wide array of services and supports available to VR consumers; and
- minimization of transportation problems as VR offices are almost always located on public transportation routes and often have accessible vans that can be used to transport participating students.

There are also a number of disadvantages associated with housing HS/HT in a VR office, including

- some VR agencies are hesitant to serve youth until they are within 12 months of graduation;
- most VR agencies have historically had a very narrow view of their role in serving transition-age youth prior to their being determined eligible for services and having an Individualized Plan for Employment (IPE) developed;
- there is no guarantee that services will be provided in a timely manner because many VR agencies operate under an Order of Selection and place eligible individuals with less significant disabilities on waiting lists; and
- many VR counselors have not traditionally viewed individuals with disabilities as appropriate candidates for entry into the STEM careers.

HS/HT sites that are housed in community-based programs such as Easter Seals, United Cerebral Palsy, Goodwill, and Jewish Vocational Services also have certain advantages and disadvantages. Many community-based programs have strong program components related to career exploration, vocational assessments, skills training, and job placement. Participating students are often able to access these opportunities for free or at reduced rates. Many community-based programs have significant experience working with individuals with different types of disabilities, including those with the most significant disabilities. Most of these programs have established relationships with local employers and have a good understanding of the local labor market.

On the other hand, many community-based programs have limited experience working with youth. Similar to VR agencies, some community-based programs do not view individuals with disabilities as good candidates for the STEM careers.

HS/HT sites that are housed within different generic components of the workforce system have the potential to provide easy access to existing youth programs. They may also require less direct financial support due to the availability of significant in-kind contributions. However, most generic programs have limited experience working with youth with disabilities and limited knowledge of reasonable accommodations and community resources targeted for people with disabilities. HS/HT programs housed in generic programs often need training and technical assistance to help them develop program components addressing school-based preparatory experiences, connecting activities, and family involvement and support.

HS/HT Programs in Non-Traditional Settings

A number of HS/HT programs have been serving students with disabilities in non-traditional settings. As with the settings most commonly housing local HS/HT sites, each of these settings offer certain advantages and disadvantages that should be considered.

Two Florida HS/HT sites target youth with disabilities who are either involved with the Department of Juvenile Justice (DJJ) or “at risk” of such involvement. One of these sites is run by the local workforce board. Fifty percent of the enrolled students are served through the DJJ and fifty percent are served through public high schools. The local HS/HT coordinator has had to be creative in implementing certain aspects of the *Guideposts* because of the restrictions placed on youth in DJJ facilities. For example, these sites use a website (<http://virtualjobshadow.com>) that offers virtual job shadowing opportunities to facilitate career exploration and employs a new e-mentoring component, Mentor Me!TM, that allows users to ask questions and seek advice directly from professionals. To facilitate work-based learning experiences, arrangements can be made with the DJJ Site Manager and the DJJ Education Coordinator at each DJJ facility to transport incarcerated youth to visit an industry site. If transportation is not possible, the DJJ Partner Team,

which consists of representatives of the programs and agencies in the community that can assist in reconnecting incarcerated youth to their communities, will facilitate having the selected business bring its presentation to the DJJ facility. During the second year of operation, the youth at this site had the opportunity to participate in FIRST (For Inspiration & Recognition of Science and Technology) VEX Robotics and to increase their communication skills and problem-solving while building robots. The students participating in this HS/HT site are being exposed to learning environments where they are developing their math and science skills, learning leadership skills, and experiencing positive behavioral development.

The Florida DJJ has been watching this effort closely and based on its demonstrated success, a second DJJ site began implementing HS/HT in 2007 at the Bay Point Schools, Inc. (BPS) in Miami Dade County. BPS is an alternative boarding school that provides educational, vocational, and therapeutic services to moderate-risk adolescent boys ages 13 to 18. Florida DJJ contracts with BPS to provide residential services for 209 adolescents.

MiConnections, Michigan's HS/HT program, has also experimented with serving incarcerated youth. The Wolverine Security Treatment Center is a privately-owned maximum security, lock-down facility for adjudicated youth. A teacher and a teacher's aide employed by the Center staff this local HS/HT initiative. Approximately 80 percent of the facility's residents have IEPs. Many have learning disabilities and some have emotional/behavioral disorders. Similar to the Florida DJJ sites, the local coordinators at these sites have faced unique challenges in implementing certain aspects of the *Guideposts*. For example, only ten students are permitted to convene in one place at any one time. Since students are not allowed to leave the facility, they cannot participate in industry site visits, job shadowing opportunities, or internships. Although students are permitted to use computer technology, they are not given open access the Internet. Consequently, they do not have access to the wealth of resources found online (e.g., vocational assessments, information on career options, and options for postsecondary education, etc.).

The staff involved in these programs have been creative in finding ways to implement the *Guideposts* within this restrictive environment. For example, volunteers from local businesses are brought into the facility to talk about different career opportunities, and leadership opportunities are designed so that they can be undertaken within the facility. In addition, once a year volunteers, business representatives, service providers, and family members are brought into the facility to conduct the "Reality Store," one of the signature activities of MiConnections. In the Reality Store exercise, each participating youth chooses a career with a set salary assigned to it. Based on his/her decision, the youth is given a paycheck for a month and asked to make decisions about how to spend the paycheck on various things in the Reality Store (e.g., rent, food, transportation, recreation, etc.). The students learn about budgeting and about how different jobs and their subsequent salaries will likely impact their ability to become self-sufficient.

This HS/HT program has been so successful that the teacher's aide who functions as the local HS/HT coordinator has been designated as the facility's "transition coordinator." In this newly created position, he is responsible for working with youth who are nearing the end of their incarceration to help them prepare for their reentry into the community.

Several HS/HT sites have been designed specifically to serve American Indian youth with disabilities. One MiConnections site serves youth from the Hannahville Indian Community and Menominee County. The Director of the American Indian 121 Vocational Rehabilitation Project serves as the local HS/HT coordinator. This local initiative began by conducting a resource mapping exercise using the *Guideposts* to assess the comprehensiveness of the local programs serving youth with and without disabilities, both on the reservation and in the surrounding communities. However, rather than assuming that youth with disabilities were accessing available programs and services, the local HS/HT coordinator developed a student interview form that was used to interview graduating seniors. The information gathered from the students was compared with the information gathered through the resource mapping exercise to determine if the youth were actually accessing the programs and services available on the reservation and in the

surrounding community. This information was then used to determine the initial focus for program activities at this developing site.

Working on a team with other students and adult advisors, two youth from Red Eagle Fenv, a Native American HS/HT program in Grady County, Georgia, were recognized as winners in the 2006 Microsoft Accessible Computer Program Development Competition, a statewide competition jointly sponsored by Microsoft and the Georgia Committee on Employment of People with Disabilities. The team designed and developed a fully-functional, bug-free Windows-based application. They adapted Lower Muskogee Creek Indian myths and legends from print to electronic format, creating an e-book. The electronic format was written to a database and stored on a CD, along with the application, which accesses the stories and modifies them using the accessibility features built into the Microsoft Windows XP operating system. Throughout the competition, the students applied critical thinking skills, mastered useful computer programming concepts and techniques, deepened their understanding of accessibility, and gained self-confidence. The project also addressed a primary goal of the Muskogee Creek program—connecting its young people to tribal elders through cultural awareness.

In Maryland, the National Federation of the Blind (NFB) sponsors a HS/HT site at the Baltimore Center, which is NFB's national headquarters. Students enrolled in the HS/HT Transition to Independence Club are encouraged to get involved in math and science programs and explore the STEM careers. Many of the activities focus on issues that are relevant to blind students and their postsecondary plans, including the advantages of attending a training center for the blind, using disability resource centers on campus, accessing adult services, and discovering careers that are available to blind individuals. Students are exposed to mentors and encouraged to discuss their fears about blindness and explore ways to overcome those fears. As a part of this HS/HT initiative, the staff and students explore ways to make science more accessible to students with visual impairments.

Ohio HS/HT is working with Electronic Schools of Tomorrow, a consortium of four electronic charter schools, to establish a virtual HS/HT club. These schools serve approximately 18,000 youth throughout the state and approximately 20 percent are students with disabilities. Focusing on students who have the technical capabilities of connecting via computer and Internet, the HS/HT Club will use a web cam program to conduct meetings to explore technical and scientific careers and to host virtual tours of different businesses and industries. The web cam capabilities are also used to conduct regularly scheduled meetings of the state-level steering committee and to connect HS/HT students with professional mentors, including mentors in other countries such as Canada.

Decide How Training and Technical Assistance Will Be Provided

Importance of Training and Technical Assistance

Youth service practitioners, including intake workers, case managers, job developers, teachers, transition coordinators, counselors, youth development group leaders, independent living specialists, and HS/HT coordinators are often the first contact or “face” that transition-age youth with disabilities encounter who are focused on connecting them to the workforce development system. Unfortunately, there has been little or no agreement regarding the type of skills front line workers such as these should have in order to provide support to youth, including youth with disabilities, as they transition from school to adult outcomes including postsecondary education and employment.

In collaboration with ODEP, NCWD/Youth partnered with the National Youth Employment Coalition (NYEC) to identify the competencies of professionals who work on a daily basis with youth as a critical step to improving their opportunities and outcomes. The result of this collaboration was the creation of a new professional development tool for youth service practitioners, organizations and systems. The Knowledge, Skills, and Abilities (KSAs) webpage includes resources to support the development of a

system of professional development for these practitioners.

On the KSA webpage, you will find

- A full list of competencies within the following ten competency areas:
 1. knowledge of the field;
 2. communication with youth;
 3. assessment and individualized planning;
 4. relationship to family and community;
 5. workforce preparation;
 6. career exploration;
 7. relationships with employers and between employer and employee;
 8. connections to resources;
 9. program design and delivery; and
 10. administrative skills.
- a KSA Study Guide with learning objectives, activities, demonstrations of learning, and resources for each competency;
- strategies for youth service practitioners, organizations, systems, and policy makers to identify, strengthen, and recognize the KSAs;
- a self-assessment and professional development plan to support youth service practitioners in identifying and strengthening their own competencies;
- a readiness assessment to help organizations and systems plan and support professional development for youth service practitioners;
- an information brief describing the need for and benefits of professional development for practitioners, programs, communities, and youth;
- a “Hot Topics” section with audience-specific strategies for practitioners, administrators, policy makers, employers, and youth and their families; and
- many, many more resources.

Similar to the *Guideposts for Success*, each competency area identifies the KSAs needed to serve all youth effectively and the additional KSAs needed to serve youth with disabilities effectively. For more information on how this important tool can be used in providing training and technical assistance to HS/HT coordinators, check out the KSA webpage at <http://www.ncwd-youth.info/ksa/>.

The Role of the State Coordinator in Providing Training and Technical Assistance

In places where there is a state infrastructure to support local implementation, the state coordinator will most likely be responsible for looking across local sites and developing training programs to ensure that local coordinators have the knowledge, skills, and abilities to effectively work with transition-age youth, and for providing technical assistance on how to get local sites up and running. The self-assessment and professional development plan on the KSA Webpage can be used to identify the strengths and weaknesses of local coordinators and develop a plan to address any identified deficiencies. Technical assistance to local sites may be needed to help participating partners work together collaboratively, to identify resources that can be used to implement HS/HT locally, and to ensure that program activities address the different components of the *Guideposts for Success*. Technical assistance may be in the form of one-on-one consultations, materials development, and facilitated networking among local coordinators within a state as well as between HS/HT staff from different states. Participants in the national network of HS/HT programs often provided technical assistance and support across programs.

Partnerships and Collaborations Are Key to Success at Both the State and Local Levels

The Importance of Partnerships and Collaboration

Successful HS/HT programs rely on interagency cooperation and coordination, and on the blending and braiding of public and private resources at both the state and local levels. Consequently, it is essential that HS/HT programs put significant time and energy into facilitating interagency cooperation and collaboration.

One positive benefit of these efforts is the increased understanding that participating agencies and programs have of each other's programs. Another benefit is the active engagement of multiple organizations in developing interagency strategies to maximize the impact of their limited resources. (See Exhibit 7.1 for information on supporting research on effective collaboration.)

Meaningful interagency collaboration and adoption of coordinated public policies does not just happen. It requires a skilled convener who can engage multiple stakeholders and help them see the benefits of collaboration and understand the implications of coordinated public policy. The following strategies are provided to assist HS/HT personnel at the state and local levels as they work with multiple organizations and programs to facilitate interagency cooperation and collaboration.

- **Create a Trusting Atmosphere.** Stakeholders must feel comfortable and respected, and trust that their opinions will be taken seriously.
- **Share Knowledge.** Organizational representatives should be encouraged to share basic information about their programs/organizations, including information on their target populations, mandates, legislative and regulatory restrictions and flexibility, outcome measures, etc.
- **Highlight Similarities.** Whenever possible, similarities in goals, objectives, target populations, underlying philosophies, assumption, etc., should be highlighted. This will help build a foundation for the discussions to follow and will help participants see that collaboration is in their best interest.
- **Provide Historical Context.** Provide a brief history of previous cooperative/collaborative initiatives, highlighting positive outcomes experienced by participating organizations/programs.
- **Acknowledge Political/Social Realities.** Highlight any aspects of the political and/or social climate that might positively or negatively impact the collaborative effort.
- **Establish Common Goals.** Have participating organizations/programs establish one or two broad goals for the current collaborative effort. This will likely require the disclosure of any self-interest (individual and organizational), an important step in identifying the needs of every organization/program involved. These broad goals should focus on long-term policy goals and immediate changes that are expected, rather than specific quantitative objectives.
- **Establish Corresponding Objectives and Outcomes.** Identify a number of measurable objectives and common outcome measures related to each broad goal. To the extent that you can, address the needs of all participating organizations/programs.
- **Establish an Action Plan.** Involve all participants in establishing an action plan that outlines specific strategies for accomplishing the agreed upon goals and objectives.
- **Resolve Conflicts and Establish Collaborative Work Habits.** If conflicts arise, resolve them by clarifying issues and exploring alternative resolutions. Recognize the possible need to alter policies and procedures to keep the process moving. Set the stage to promote collaborative work habits.
- **Identify and Implement an Accountability and Evaluation Strategy.** Determine a system for ensuring accountability and assign responsibility to ensure follow-through. Continuously evaluate the effort to ensure that the focus stays on the agreed upon goals and objectives.
- **Be Adaptable.** Leave enough flexibility to adapt to new needs as they arise.
- **Plan for Follow-up and Secure Commitments.** Produce minutes for each meeting, recording agreement on key decisions and action items. Assign participants to ensure follow-through with specific commitments, particularly when organizational approval is required.
- **Communicate Effectively.** Establish a decision-making protocol and outline a communications plan to ensure ongoing communication among participating organizations/programs. Between meetings, provide for open and frequent interactions and communications (both formal and informal). If timelines were established, provide follow-up to see that they are met.

- **Market Your Efforts.** To ensure continuity of the effort, publicize and promote the collaborative effort to make it highly visible. Be sure to engage the community.
- **Plan for Sustainability.** This needs to be addressed from the start of the program. As the collaborative effort evolves, it may be necessary to secure diverse funding and involve new members. This may necessitate reassessing the original vision and mission, and modifying the goals and objectives to address the needs of new members.

Adapted from Mattessich & Monsey, 1992 and Winer & Ray, 1994.

The results of collaborative efforts will vary. Some will result in informal arrangements that are largely an agreement to work together. Others will result in formal written agreements. When written agreements are pursued to support a HS/HT program, the end result will be more beneficial if the agreement is more than merely an agreement to work together. Exhibit 7.2, titled “Interagency Agreement Checklist,” outlines the key components of a comprehensive interagency agreement and includes some suggested language.

Local Partnerships

While the aforementioned discussion of effective strategies to foster interagency coordination and collaboration applies equally to partnership development at the state and local levels, this section will focus on particular concerns relevant to local partnership development. Partnerships and interagency collaboration are critically important at the local level because ultimately it is imperative to leverage the services and supports available through different organizations and agencies to provide the full scope of services and activities outlined in the *Guideposts for Success*. Local partners will need to be convened, either by the state coordinator or by an organization or person willing to spearhead the local initiative. While many of the partners involved at the state level will have local affiliates that should be approached, there are also potential partners that will be unique to each locality.

Meetings to recruit local partners should be scheduled at times and in locations that will facilitate the participation of as many potential partners as possible. Begin the meeting with a discussion about the needs of

transition-age youth with disabilities. Ask participants to identify the strengths and weaknesses of the local service delivery system in addressing those needs. Highlight the wide variety of agencies, organizations, and programs involved in meeting the needs of this population. Note that while one might assume that collaboration within the local service delivery system would occur naturally, experience has shown that there is no “natural” system to meet the needs of this population. Martinson (1999) stresses the importance of acknowledging that there are many factors that can make interagency collaboration difficult, including

- turf issues;
- fear of breaking away from the status quo;
- bureaucratic barriers associated with legislative and regulatory requirements;
- incompatible eligibility criteria;
- competition for limited resources;
- differences in philosophies, missions, and approaches to service delivery;
- different methods for measuring performance and obtaining credit for outcomes; and
- incompatible management information systems.

This discussion will set the stage for a detailed presentation on HS/HT, which can highlight the program’s role as an intermediary that brings different organizations and programs together to create a coordinated system of services and activities with demonstrated success in improving post-school outcomes for youth with disabilities. Facilitate the buy-in of participants by asking for their assistance in identifying

- individuals within their respective organizations (e.g., teachers, administrators, VR counselor, transition coordinators, etc.) who might be willing to champion the local HS/HT initiative within that organization,
- organizations and programs that should be represented on the local advisory body (if one is being convened) and individuals within those organizations and programs who would be most appropriate to serve on the advisory body, or,

- one or two individuals who would be willing to spearhead the local initiative and convene local partners to develop a strategic plan for program implementation if a local advisory body is not being convened.

Advisory Bodies: A Strategy to Maximize Stakeholder Buy-In at the State and Local Levels

Advisory bodies are excellent mechanisms for engaging multiple stakeholders in planning and implementing a HS/HT program at both the state and local levels. Establishing an advisory body is also an effective strategy for getting representatives of business and industry involved in HS/HT, particularly individuals representing the STEM careers. Although HS/HT advisory bodies go by different names (e.g., steering, planning, or advisory committee, consortium, etc.) and their roles, responsibilities, and makeup may vary, all undertake certain common roles and functions, albeit to different degrees and at different times. HS/HT advisory bodies typically take on functions that include

- developing a plan to launch a HS/HT program;
- developing and monitoring a strategic plan to support local implementation;
- providing ongoing guidance, direction, and advice as local sites are developed; and/or
- developing a plan to secure the resources necessary to sustain the program.

Establishing an effective HS/HT advisory body takes both time and resources. However, a few people can form a core group that can take responsibility for identifying and recruiting additional members and convening the group to begin its work. This core group needs to be strategic in identifying potential partners and stakeholders to ensure that the right organizations/programs are at the table. It should include representatives who bring different expertise, including expertise in disability issues, education, youth services, youth development and leadership, vocational training and employment services, to name a few. To the extent possible, the organizational representatives invited to serve on a HS/HT advisory

body should be people who have the ability to make strategic decisions within the organization, particularly with regard to resource allocation. Youth, families, and employers as ultimate consumers of HS/HT should also be included.

Exhibit 7.3, “Establishing an Advisory Body,” provides a tool that can be used as you consider who to approach about serving on your HS/HT advisory body. It highlights the importance of approaching a variety of stakeholders and potential partners, of thinking through the potential benefits of having different stakeholders participate, and of identifying key contact people within each organization to be approached. It also stresses the importance of assigning someone to make each of these contacts.

The following things are important considerations when convening both state and local advisory bodies:

- **Membership.** Involve a variety of partners, some that are disability specific and some that are not. Include enough people to ensure adequate participation in meetings without involving so many people that meetings become cumbersome and reaching consensus becomes impossible.
- **Functions.** Spell out what the advisory body’s mission, goals, objectives, and functions will be. Determine whether the advisory body will be convened primarily for planning purposes or for both planning and ongoing program programmatic advice.
- **Leadership.** Determine how the leadership will be structured. Some advisory bodies are headed by a chairman while others are headed by a slate of officers or an executive committee. Decide whether term limits will be imposed for the leadership and/or the membership.
- **Structure.** Determine how formal the advisory body will be. Some advisory bodies are very formal and operate under established by-laws, policies and procedures while others are very informal and operate under loose guidelines. Identify the most effective operational structure given political realities and available resources. Decide whether subcommittees or work groups will be convened to deal with specific issues (e.g., staffing decisions, sustainability, programmatic advice, etc.).

- **Meetings.** Determine how often the advisory body will meet. Some advisory bodies meet quarterly while others meet monthly. Some meet more at the onset of a HS/HT initiative and less often after the program is up and running.

Before approaching anyone about serving on an advisory body, the core group will need to begin defining the roles, responsibilities, and functions of the body. In some situations an advisory body is convened primarily for planning purposes (e.g., to establish the state infrastructure for HS/HT or to plan for local implementation) and is intended to be time-limited in nature. In other situations, the initial planning group may be modified when the planning function is completed and new functions may be assumed. Some advisory bodies have ongoing functions, such as

- providing ongoing guidance and direction on program implementation and developing a plan for program expansion at the local level,
- determining the approach to program design at the local level,
- developing a business plan,
- developing and monitoring the annual budget for HS/HT, and
- identifying resources for ongoing sustainability.

When the primary function of an advisory body changes, the initial membership is often modified and/or expanded to include different partner organizations.

Once the advisory body is convened, the proposed roles and functions can be further refined with the involvement of the entire membership and issues such as term limits for organizational representatives can be addressed. Exhibit 7.4, “Roles and Functions of a HS/HT Advisory Body,” is a helpful tool to use as you think through the functions that your HS/HT advisory body might assume.

Convening a Local Advisory Body

Many programs have found it beneficial to convene local advisory bodies. For the most part, the issues discussed in the above section on establishing a state-

level advisory body are also applicable to local advisory bodies. The primary difference is that local advisory bodies focus on providing guidance and direction for program planning at the local level and securing local resources to support program implementation. Local advisory bodies provide important links to local resources and help engage local educational agencies, service providers, community leaders, and employers directly in program implementation. If needed, members of a local advisory body can assist in identifying someone to serve as the local coordinator. They can help identify an agency or program to house the local initiative or to function as the fiscal agent for the local site. To the extent possible, the membership of the local advisory body should be recruited through organizations that were involved in initial planning and from the organizations identified as potential stakeholders within the local community.

It may be necessary to conduct outreach to engage additional employers in the local effort. The involvement of the local Workforce Investment Board (WIB), specifically the Youth Council, and of local employers can lend significant credibility to an emerging HS/HT initiative. The local WIB may be willing to support HS/HT in different ways (e.g., small grants or facilitating referrals of HS/HT students to programs and activities sponsored by the local WIB). Local employers may be willing to sponsor special events. Local WIBs and local employers are also excellent sources of information on the local labor market and the needs of the local workforce in terms of prerequisite education and training for different jobs. In addition, local HS/HT sites rely heavily on local employers to facilitate work-based learning experiences. As local employers learn more about HS/HT, they may begin to view youth with disabilities as an untapped source of future employees.

Local advisory board meetings should be upbeat, interactive, and appeal to the needs of the group. If there is one, involve the state coordinator in the initial meeting of a local advisory body to provide guidance and facilitate the discussion. The state coordinator can help articulate the goals and objectives of HS/HT, help create a vision for the local site, and assist in identifying other potential partners to recruit to participate in the local effort.

Using Community Resource Mapping As a Planning Tool

An important planning strategy used by some state and local advisory bodies is to conduct an environmental scan or engage in a community resource mapping exercise to determine the resources available in the state or community, and to identify the strengths and weaknesses of the service delivery system. Undertaking an environmental scan can reduce or prevent the duplication of services and maximize the use of available resources.

A number of HS/HT programs have developed tools that use the *Guideposts for Success* as the framework for conducting a resource mapping exercise (see Exhibit 7.5 for one example). Some local WIA Youth Councils have also developed resource mapping tools that could be used by HS/HT. When resource mapping has been completed, the information needs to be compiled and provided to everyone involved in the exercise and to all members of the local advisory body. In consultation with local partners and stakeholders, this information should be used to develop a plan for local implementation and to identify the core activities/curriculum that will constitute the local HS/HT program.

Pulling It All Together: State and Local Roles in Implementing HS/HT

This section outlines some of the key considerations associated with different aspects of HS/HT program implementation. Some of these considerations have inherent cost implications, while others do not.

The extensive diversity in the ways that HS/HT programs are managed and supported at both the state and local levels gives rise to some unique relationships between state and local site coordinators. For example, the wide variety of people who function as local coordinators can have a significant impact on the state coordinator's ability to oversee local implementation. When both the state and local coordinators are employees of the HS/HT program, the lines of authority tend to be clearly delineated and the state coordinator's ability to ensure quality control is clearly spelled out in his/her supervisory functions. When a local site is funded through a grant from the state infrastructure for HS/HT, the lines of authority and

mechanisms for quality control are often spelled out in the grant announcement and/or the resultant contract or interagency agreement.

When local coordinators are employees of other organizations and have assumed responsibility for local implementation of HS/HT as part of their regular job responsibilities, the state coordinator's roles and responsibilities in relation to the local coordinators are nonexistent. In those situations, the roles and responsibilities should be spelled out in a formal agreement that includes well delineated expectations regarding staff responsibilities (e.g., number of hours dedicated to HS/HT, commitment to participate in training, agreement to collect data, etc.). Exhibit 7.6 provides a sample Memorandum of Understanding (MOU) between the entity leading the state infrastructure effort for HS/HT and a local HS/HT site that lays out things that should be included in any such agreement, along with things that might be included depending on how the program is structured and funded.

Key Considerations for Implementation

Local Sites. How will local sites be defined (e.g., a single school; an intermediary school district; a service provider such as UCP, Goodwill, or an ILC; a VR office; a regional or local workforce board; a juvenile detention facility; an alternative school; an Indian reservation, etc.)?

Advisory Body. Will the local site convene a local advisory body and, if so, what will its role be? Who will be asked to serve? How will the state assist in this effort? Will a separate advisory body be convened for the express purpose of obtaining input from youth and family members? How will local advisory bodies coordinate with the state advisory body if one exists?

Resources. How will local sites be supported? Will the state have primary responsibility for funding local sites and, if so, how will funds be distributed (e.g., grants, subcontracts or cash-match agreements; using start-up grants or mini grants for specific activities; or some combination of these)? Will the local sites be responsible for locating funds to sustain HS/HT beyond an initial start-up period?

Staffing. How will the local site be staffed (e.g., by hiring staff or by using staff employed by other local programs)? Will funding for staffing come from the state or local level? Who will staff the local site (e.g., teachers, VR counselors, transition coordinators, staff from an ILC or a career/technical education, community rehabilitation, or workforce development program, etc.)? How will staff be classified (i.e., full-time employee, part-time employee, contractor, stipend, grantee, or in-kind contribution)? How will local coordinators be supervised?

Training. Will the state coordinator be responsible for looking across the local sites and developing or procuring needed training? If there is no state infrastructure, is this the responsibility of the local advisory board? Can other resources such as members of the national HS/HT network be leveraged?

Goals and Objectives. Will local sites be required to develop their own annual goals and objectives, or will the state develop goals and objectives for them? Who will monitor the accomplishment of local goals and objectives?

Marketing. Who will develop the marketing plan for the local sites? Who will develop and pay for marketing materials that are targeted for multiple audiences? (Exhibit 7.7 contains a sample Media Release Form which must be signed before a HS/HT program can use pictures of youth in brochures or other printed materials or publish success stories in newsletters, local papers, etc. In addition, Chapter 10 provides detailed information on how to market a HS/HT program.)

Outreach. Who will develop and pay for outreach materials? How will state entities and local sites conduct outreach to inform people about HS/HT, recruit schools to participate, facilitate the referral of students, recruit businesses to participate, and secure financial support?

Program Activities. Will the state require that a standardized program of activities or menu of services be developed for use by all local sites or will local sites develop their own program of activities? Will local sites conduct resource mapping exercises? How will year-round activities be ensured (e.g., by conducting a job

fair, college campus experience, or institute during the summer)? How will the site ensure that activities are both age- and developmentally-appropriate? If the program is multi-year, are the activities planned to be sequential in nature? How will the site ensure that all categories of the *Guideposts* have been addressed? Will students be encouraged to participate in formal training programs available in the community (e.g., computer training, self-advocacy training, youth leadership opportunities, etc.)? How will students be exposed to community resources (e.g., mental and physical health services, academic tutoring, etc.)? How will students be exposed to postsecondary educational opportunities? How will STEM careers be emphasized? Will special activities be planned for parents and family members of HS/HT students?

Planning Specific Activities. When and where should the activity take place? What are its goals and objectives? What format is most appropriate? Who should lead it? How will accommodations be made for youth with physical disabilities, with sensory disabilities, with learning disabilities, etc.? What resources will be needed (e.g., supplies, room rental fees, transportation, refreshments, etc.)? Will computers/equipment be needed? What resources are available to support the activity?

Internships. Who will locate internships for HS/HT youth (the state coordinator, the local coordinator, participating youth, etc.)? Who will monitor internships? Will internships be paid or unpaid? If paid, who will pay the salary or a stipend? Will youth be expected to meet certain criteria before participating in internships (e.g., reach a certain grade level, regular attendance at HS/HT meetings, maintain a certain grade point average, participate in an internship orientation program, etc.)?

Special Events. Will the program sponsor special activities such as an annual kick-off, employer appreciation events, awards ceremonies for participating students, etc.? How will such events be financed (e.g., mini-grants out of the state funds for HS/HT, fund raising, employer contributions, etc.)? Who will be responsible for planning and staffing special events? How often will special events occur?

Scheduling. Will the decision regarding how often regularly scheduled HS/HT activities are to occur (e.g., weekly, bi-weekly, or monthly) be made at the state level or locally? Where will they occur? How will the accessibility of the facilities be ensured?

Transportation. How will students get to and from regularly scheduled activities and special events? Will local HS/HT coordinators be insured and permitted to transport youth in their personal cars? Does the school have an activities bus that can be used? Can the local site purchase or lease a van to transport youth? Are state level transportation coordination funds available to assist in this effort?

Access to Technology and Equipment. How will students access computers and other technology? Will equipment be purchased or will donated equipment be sought? Are students able to use the school's equipment, the computer lab at a local community college, or equipment at the local VR office or One-Stop Career Center? How will students with sensory impairments be accommodated in using computers and technology? Can the Statewide Assistive Technology Program or VR provide access to equipment that students can try?

Incentives for Participating Students. Will the program offer incentives/rewards to students who demonstrate improvement in different areas? Will students have the option of competing for small scholarships? Will funding for this be a state or local responsibility?

Consumer Input. What mechanisms will be employed at the state and local levels to facilitate obtaining input from participating youth, employers, and family members? How will youth have opportunities to provide input into the development and/or scheduling of program activities?

General Program Management. Who will maintain ongoing contacts with education officials, service providers, local employers, postsecondary institutions, etc.? What process will be used to enroll students in HS/HT? Who will be responsible for planning/conducting meetings of the local advisory body and maintaining ongoing contact with members? Who will maintain time and attendance records for HS/HT youth? Who will be responsible for collecting data on students? Who will be responsible for reporting outcomes from specific program activities? Who will compile relevant data and report back to local funders and supporters? (Exhibit 7.8 contains a sample HS/HT Enrollment Form which includes a section for the student and/or parent or guardian to sign giving the student permission to participate in HS/HT. Exhibit 7.9 contains a sample Release of Information form which must be signed prior to obtaining information on a young person from the school, the VR agency, or any other program or agency that is working with that youth.)



Supporting Research: Effective Collaboration

Collaborative efforts that focus on youth transitioning to adulthood, and those that offer interventions supporting this transition, have the potential to greatly improve postsecondary outcomes for all youth, and particularly for youth with disabilities. Multiple stakeholders must be involved if youth with disabilities are going to be exposed to the STEM careers and secure the education and training needed to enter such careers and earn a living wage. Potential stakeholders include youth development or workforce preparation organizations (both generic and disability specific), business-related organizations, employers, youth with disabilities and their families, state and local agencies, higher education institutions, parent centers, consumer and advocacy organizations, and guidance counselors and transition specialists in schools.

Collaborative efforts are key strategies for creating systemic change in human services, education, government, and community agencies. Collaboration and teamwork provide stakeholders the opportunity to engage in meaningful interaction (Dettmer, Thurston, & Dyck, 1993). Each individual in the group can build on the strengths of others. In this way, the community benefits much more than it would from just the individual efforts of the partner organizations. “By working together—collaborating—each partner organization can work smarter, share important information, build a collective set of resources, and keep its focus on youth” (Stasz, 1998). Collaborative efforts can address the real issues of shrinking resources; the complex needs of families, workers, and communities; and the current system of fragmented services.

There are many fundamental elements necessary for a well-organized, successful collaboration. Mattessich and Monsey (1992) define six essentials that make collaborations effective: environment, membership, process/structure, communication, vision, and resources.

- 1. Environment**—There is a history of collaboration or cooperation in the community, favorable political/social climate, strong local leadership, a convergence of needs/public opinion/legislative priorities/agency readiness, and a catalytic or galvanizing event.
- 2. Membership**—Both providers and consumers of services are represented. There is mutual respect and understanding, trust, and the ability to compromise.
- 3. Process/structure**—Collaborating groups must be careful not to create new bureaucracies. Instead, structures and processes should be designed to facilitate information exchange, participatory decision-making, and resource allocation. The group must be flexible in organizing itself to

accomplish tasks and in adapting to change. Clear roles, responsibilities, and policies must be established in the early stages of group development.

- 4. Communication**—Good communication is the key to effective collaboration. Communication within collaborative groups must be open and frequent, through both formal and informal channels, as well as culturally sensitive and reflective of different communication styles.
- 5. Vision**—Collaborative partners should have a shared vision of what they are trying to achieve, with an agreed-upon mission, objectives, and strategies. This vision or purpose should be unique to the group, overlapping but not duplicating the missions of the individual organizations. A shared vision with concrete, attainable goals for accomplishing the vision spurs collaborative efforts and sustains momentum.
- 6. Resources**—Financial and human resources are essential for effective collaboration. Financial resources may include those resources (funds, technology, facilities, and training) that collaborating partner organizations can contribute, as well as those the group obtains from outside sources. Human resources may include skilled group discussion facilitators, committed leaders, and the best mix of knowledge, skills, abilities, and contacts among individual members.

Many agencies and organizations exist to serve youth with disabilities. Many of them, however, overlap in services, reflect unwieldy bureaucracies, and have a maze of conflicting requirements (Guthrie & Guthrie, 1991). The involvement of so many programs and agencies can make it hard for the group to remain cohesive and effective. Although many stakeholder groups want similar outcomes for youth, they often operate in isolation or in competition with each other. To make sure youth with disabilities receive the services they need, there must be extensive collaboration among agencies so a system can be developed that will integrate services and pool resources and costs (Johnson, 2000).

Numerous studies report problems addressing the transition needs of youth with disabilities through interagency collaboration and cooperation. The studies were conducted by the following: Furney & Salembier, 1999; Guy & Schriener, 1997; Hanline & Halvorsen, 1989; Hasazi et al., 1999; Johnson, Bruininks & Thurlow, 1987; Johnson & Sharpe, 2000; Johnson, Sharpe & Stodden 2000; Johnson, McGrew, Bloomberg, Bruininks, & Lin, 1997; Stodden & Boone, 1987. These studies report the following problems: (a) lack of shared student information across agencies, (b) lack of follow-up data on program

EXHIBIT 7.1 (CONTINUED)

recipients that could be used to improve service efficiency and effectiveness, (c) lack of adequate attention in IEPs to all aspects of adult living (i.e., transportation, health services), (d) lack of systematic transition planning with the adult agencies responsible for post-secondary service needs, (e) deficient interagency agreements, (f) difficulties in predicting needed post-services, (g) minimized role of parents and students in decision-making and transition planning, and (h) inefficient and ineffective management practices for establishing interagency teams. Despite these ongoing problems, the studies report interagency collaboration and services coordination must continue as a major strategy to address the needs of transition-age youth with disabilities.

Gaining the interest and commitment of stakeholder groups to engage with the workforce development system can also be challenging. Coordination of collaborative effort is a necessity. Such connections require strategic and continuous planning. These challenges can be eased by working through third-party brokers or intermediaries (Miller, 2001).

Intermediaries can bring together traditionally separate programs and services with separate funding streams, created in response to different priorities, which are administered by a number of federal, state, and local agencies. As these parties are convened by intermediaries, they can identify mutually beneficial ways to blend and/or braid funding and resources. Ultimately, these strategies can result in improved services.

Strategies that allow funds and resources to be used in more flexible, coordinated, and sustainable ways are critical to the success of efforts to improve the coordination and impact of multiple youth-serving organizations.

Intermediaries can help build constructive collaborations among employers, educators, youth development program personnel, and families so that young people with disabilities have access to quality work-based learning experiences. Linking with an intermediary can ensure the quality and impact of local efforts and promote policies to sustain effective work-based learning practices, along with providing access to a wider range of learning experiences and career development services (Mooney & Crane, 2002). In other words, research tells us that collaboration, though difficult to develop and sustain, is absolutely essential.

There is a growing body of evidence that organizations that serve as brokers or intermediaries play critical roles in communities to promote collaboration (Jobs for the Future, 2002). A number of pilot projects funded by ODEP have demonstrated the value of supporting intermediaries to help improve outcomes for youth with disabilities. In many ways, HS/HT programs have been doing just that for some time by bridging in-school activities with the world of work and beyond. Overall, intermediaries can foster relationships with multiple stakeholders to create a comprehensive system of quality improvement based on the promotion of mutually beneficial outcomes.



Interagency Agreement Checklist

Item	Question to Answer	Sample Wording	Explanation
Parties to the agreement	Who are the participants in the partnership?	"This Memorandum of Understanding is between..."	Use the proper title of each organization, company or institution in the group, not the names or titles of divisions or the people representing it. One of the common mistakes with MOUs is to put the name of non-legal entities as parties to the agreement.
Dates	What are the dates that the memorandum takes effect/ceases?	"The Memorandum of Understanding commences on (insert date) and terminates on (insert event* or date)."	"For example, acceptance of Final Report by xyz."
Project title	What is the full name of the project?	"The title of the project is _____ hereafter referred to as 'the Project' or (insert shortened form)."	State the actual full name of the project, not an acronym or shortened form.
Project definition	What are the project objectives, the intended outcomes, and outputs?	"The Project objectives, outcomes and outputs are: (a) Objectives (list) (b) Outcomes (list) (c) Outputs (list)"	Restate the definition in the primary letter of agreement. If the project is complex, make this letter an addendum to the memorandum.
Obligations of the parties	Within the project, what are the obligations of each party and by what date?	"Each party to this Memorandum has agreed to undertake the following obligations: (a) Party A has agreed to (insert tasks) (b) Party B has agreed to" (insert tasks)"	"Obligations" means those tasks each participant has agreed to do. In some cases, that will be to undertake research or provide funds; in other cases to provide an "in kind" contribution.
Project management structure	Who will manage the project? Is there an Advisory Committee? Who is the Chairperson? Who are the Committee members? What are their powers (supervisory, decision-making)? <i>Optional—</i> How often do they meet? Where/how? Who is responsible for preparing minutes, distributing papers? Who will provide administrative services?	"The Project will be managed by..." "There will be an Advisory committee comprising..." "The role and responsibilities of the Steering Committee will be..."	Name of the Project Manager

Interagency Agreement Checklist *(continued)*

Item	Question to Answer	Sample Wording	Explanation
Budget	<p>Who gets paid what? If there are in-kind contributions, spell them out.</p> <p>What is the duration of these contributions—six months from the start-up date (specify) or for the life of the project?</p> <p>What functions or services do the payments or budget allocations cover?</p>	<p>“XYZ Institute of 123 will be paid \$ --- for the administration of the project, etc.”</p> <p>“ABC Department of Training will make an in-kind contribution of one officer at 10% FTE per week for six months from the onset of the project.”</p> <p>“ZZZ Vocational Institute will provide an office, two dedicated telephone lines and a computer for the exclusive use of the project.”</p>	Apportionment of the allocated budget is determined by the Project Manager in consultation with the Steering Committee.
Schedule of payments	<p>When will payments be made?</p> <p>What do recipients do to activate a payment?</p>	<p>Specify the project outputs and milestones. “30 days after delivery of an acceptable YYY.”</p> <p>“Payment will be made on production of a valid Tax Invoice.”</p>	Payments will usually be linked to the achievement of milestones in an acceptable manner and production of adequate documentation and invoices.
Sub-contracting	<p>If some project work is to be sub-contracted, who is responsible for the sub-contractor?</p> <p>If there is a sub-contract, what are the financial arrangements?</p>	<p>“AAA (one of the parties) is responsible for XY&Z. They may sub-contract XY&Z but they remain responsible for XY&Z.”</p>	<p>If it is known at the commencement of the Project which tasks will be sub-contracted, details should be inserted.</p> <p>Subsequent sub-contracting decisions (what to sub-contract, to whom and on what terms) will be determined by the Steering Committee and will be overseen by the Project Manager.</p>
Contact persons	<p>Who are the designated contact persons within each organization?</p>	<p>“Parties must have at all times one nominated person who is the contact person for the project and an obligation to advise all other parties immediately of any changes.”</p>	Insert the name, address, telephone, fax, email, website of relevant officers, organizations.

Motherhood clauses—use as required.

Intellectual property	<p>Who owns the intellectual property generated by the project?</p>	<p>“All intellectual property generated by the Project will be in the ownership of ABC.”</p>	<p>ABC will claim ownership of all generated intellectual property. However, care should be taken where IP (such as proprietary software) is licensed for the Project, as there may be restrictions on use and on rights of ownership.</p>
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Interagency Agreement Checklist *(continued)*

Item	Question to Answer	Sample Wording	Explanation
Motherhood clauses—use as required. <i>(continued)</i>			
Record keeping and reporting requirements	What records will be kept? To whom will they be available? What reports will need to be made? To whom will they go? How often will they need to be submitted?	“The Project Manager must ensure adequate records are kept with respect to the Project, to enable the Project to meet auditing and reporting requirements.”	Each Project needs to meet the record keeping and reporting requirements set down for the Project.
Confidentiality non-disclosure	Parties to the agreement must be asked not to use or pass on sensitive information obtained in the course of the project.		
Conflict of interest	Are there any potential conflicts of interest between the parties?	“A party must notify the other parties if performance of their obligations would put them in conflict with obligations to third parties.”	It is important that any conflicts are disclosed and made transparent.
Warning clauses—for use as required			
Dispute resolution	How do you propose to resolve any disagreements that arise?	“Any dispute which arises will be resolved by...”	Spell out the process.
Indemnity	Indemnity, liability, insurance.		Must align with primary agreement and local regulations.

*Adapted from National Collaborative on Workforce and Disability for Youth (2003).
High School/High Tech Program Manual. Washington, DC: Institute for Educational Leadership.*

Establishing a HS/HT Advisory Body

Instructions: Use the table to help identify stakeholders that would potentially be interested in a HS/HT initiative. The “Possible Sources of Membership” section provides a list of organizations, entities, and individuals in the state that could potentially have a vested interest in HS/HT. While this list is not exhaustive, it provide lots of ideas on where to start. The core planning team should use their personal and professional contacts and relationships to develop a list of appropriate people to contact under each of the stakeholders categories. For organizations such as school districts, start with the “top” (the superintendent or designee) to get assistance in identifying the appropriate liaison or primary contact for a HS/HT initiative. To complete the “Supporting Information” section, collect as much information as possible about each organization from brochures, websites, personal and professional

contacts, and other available sources of information. Support information might include the types of services provided, the target population for those services, and any eligibility criteria associated with the receipt of services. Brainstorm with personal and professional contacts to identify the benefits of involving each of these entities or individuals in a HS/HT initiative, considering benefits to both the HS/HT program and the potential member of the advisory body. Materials throughout this Guide can help you frame a “benefits for all” discussion. Use this information to complete the section on “Potential Benefits to HS/HT and to the Stakeholder.” Use the “Who Will Make the Contract” section to identify exactly who will be responsible for contracting the individuals identified within the organization where a mutually beneficial partnership can be envisioned.



Establishing a HS/HT Advisory Body *(continued)*

Stakeholder Group	Possible Sources for Membership	Supporting Information	Potential Benefits to HS/HT & Stakeholders	Who Will Make the Contact?
K-12 Education	Representative(s) of state or local education agencies (Superintendent or designee) • Teachers (regular and special education) • 504 and accommodations specialists • Transition counselors and coordinators • Secondary vocational education teachers • Career and technical education instructors • Schools for special populations (deaf, blind, etc)			
Youth and Their Families	High school students with disabilities • Parents of HS/HT students • Parent/Teacher Associations • Parent Information and Training Centers • 4-H Clubs • Boys & Girls Clubs • Boy & Girl Scouts • Other youth organizations • Faith-based and community organizations			
Workforce Development Organizations	State and Local Workforce Investment Boards (WIBs) • WIA Youth Councils • One-Stop Career Centers • State Vocational Rehabilitation agencies • Community Rehabilitation Programs • Private Employment Programs • Social Security offices • Employment Networks			

Establishing a HS/HT Advisory Body *(continued)*

Stakeholder Group	Possible Sources for Membership	Supporting Information	Potential Benefits to HS/HT & Stakeholders	Who Will Make the Contact?
Postsecondary Educational Institutions	Community colleges, college and university offices (admissions and disability support services) • Postsecondary technical training schools • IT instructors • Vocational educators			
Employers	Business Leadership Networks (BLN) • State & Local Chambers of Commerce • Chapters of American Society of Training and Development (ASTD) and/or Society of Human Resource Managers (SHRM) • Employers involved in youth council for the local Workforce Investment Board (WIB) • Industry associations (e.g., IT, Manufacturing) • Employers involved in School-to-Work partnerships • Rotary Clubs, Lions Clubs, Kiwanis, and other business groups, etc.			
Disability Community	State Rehabilitation Councils • Centers for Independent Living • Developmental Disabilities Groups • disability-specific organizations • youth leadership groups • Statewide Assistive Technology Project			
Community Leaders	Mayors' offices • Elected officials • Local foundations • Community-based organizations			

Roles/Functions of a HS/HT Advisory Body

This table outlines activities that will need to be addressed by an advisory body. These activities are not listed sequentially and an advisory body will often find it necessary to work on several activities simultaneously. Involving stakeholders in activities such as these will assist in getting the buy-in of individual members and in promoting collaboration within the membership. Although advisory body meetings are usually

scheduled only three or four times a year, members need to be aware that they could be called upon more often for specific tasks based on their individual expertise. While planning is the primary purpose of such a body, the membership can also assist in facilitating connections to and garnering the support of other potential stakeholders, including employers, as program implementation moves forward.

Activity	Sources of Applicable Information	Who Should Have Lead Responsibility?	Suggested Approach/Outcome
Determine potential pool of eligible youth by collecting and analyzing demographic data.	State Census and Labor Statistics Offices or other organizations responsible for profiling a state • WIA • Schools • State Department of Education • Schools • VR	Staff and/or advisory council members who know how to collect and analyze demographic data.	Advisory council members help identify “shared” consumers and determine who will receive highest priority within the HS/HT program.
Conduct or facilitate an environmental scan to determine the programs and services available to transition-age youth, including youth with disabilities.	Schools • Independent Living Centers • Youth Services Providers • VR • WIA Youth Council • Parent Information and Training Centers • Community-based organizations • Junior Achievement • Others	Advisory council members who know how to lead a program resource mapping effort.	Advisory council convenes program representatives to learn about HS/HT, discuss the programs and services available in the community, and explore how these programs and services can be made available to HS/HT students and/or become partners in the HS/HT initiative.
Determine potential sources of funding (begin with the best possibilities).	IDEA • VR • NCLB • Workforce Investment Boards (state and local) • WIA Youth Council • DD Act • AT Act • State Department of Education • Career and Technical Education • Employers • BLN • Foundations • Governor’s Committees • Federal, state, and local grant opportunities	Advisory council member(s) who can contribute or locate information on fiscal resources and services available in the state and locality for transition-age youth, including resources to support a resource mapping effort.	Advisory council identifies and prioritizes the funding sources that can most realistically support HS/HT.
Determine fiscal agent.	Review all current providers of related services to identify the ones that are most closely in line with the goals and objectives of HS/HT.	Advisory council subgroup should set core expectations for the fiscal agent. These expectations must be sufficiently flexible to ensure that reporting requirements and procurement rules are not burdensome.	Advisory council discusses HS/HT initiative with organizations/agencies determined to be in line with HS/HT goals and objectives to determine which is willing to serve as the fiscal agent for HS/HT.

Roles/Functions of a HS/HT Advisory Body *(continued)*

Activity	Sources of Applicable Information	Who Should Have Lead Responsibility?	Suggested Approach/Outcome
Determine the program design and develop a staffing structure. Identify desired outcomes and establish goals and measurable objectives, and timelines for achieving the goals and objectives.	The established goals for HS/HT outlined in this Guide can be used to start the discussion. However, the agreed upon goals need to be “owned” by the local community. Information obtained in the environmental scan can be used to identify measurable objectives that are in line with each of the five <i>Guideposts</i> and adequately address any outcomes required by each funding sources.	One or more persons on the advisory council should take the lead on identifying the desired outcomes and developing a goal/outcome grid for review and acceptance by the advisory council.	Advisory council members should come to agreement on the data to be collected and a data collection process (preferably that includes consumer satisfaction surveys). Establish a continuous improvement process that includes revisiting program goals based upon outcome data and feedback from youth and others involved in HS/HT (e.g., state agencies, schools, employers, etc.).
Develop a plan to market the HS/HT program to different target populations (students, parents, schools, state agencies, youth services providers, employers, etc.)	Review suggestions in Chapter 10 on how to develop a marketing plan. Hold a “kick-off” or open house each year to create increased public awareness of HS/HT and generate support and contacts.	Advisory council members with marketing expertise, HS/HT staff and/or a marketing advisory group comprised of key stakeholders—including HS/HT youth.	Expand the network of contacts, seek publicity wherever and whenever possible, and look for fiscal and in-kind contributions to support the marketing effort.
Develop a business plan and budget.	Check with other HS/HT sites for examples.	Core group and/or advisory council subgroup with business expertise.	Create a comprehensive business plan that includes a budget for implementation and addresses the issue of sustainability.
Approve business plan and budget.	N/A	All advisory council members.	A firm foundation on which to build the HS/HT site.
Establish a feedback loop to report progress on the goals, objectives, outcomes, and resource management of the program.	HS/HT Program Guide and partners involved in HS/HT.	Continuous improvement subgroup of advisory council.	Use a continuous improvement process, which will ensure the growth and stability of the HS/HT program/site.
Review and endorse the fiscal and human resource plan.	N/A	Staff, advisory council, and/or fiscal agent, as determined necessary.	Plan goes into action.

Community Resource Scanning Tool: Insert Name of Local HS/HT Site

(Note: This tool focuses on the components of the *Guidposts for Success* that HS/HT can potentially impact.)

Agency Name:				
Target Population:				
Contact Person:				
Fees required?				
Job Title:				
How Do Youth Enroll?				
Phone:				
Phone number to enroll youth:				
E-Mail:				
Are you able to provide accommodations?				
Geographic Area Served:				
Average time between application and receipt of services?				
Preparatory Experiences	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Standards Academic programs based on state standards and career and technical education programs based on professional and industry standards				
Learning Environments Small and safe learning environments with extra supports such as tutoring				
Educational Programming Programming that complements school curriculum				
Educational Curriculum Curriculum and program options based on universal design of school, work, and community-based learning experiences				
Transition Planning Using individual transition planning to drive personal instruction, and use strategies to continue the transition process post-schooling				

Community Resource Scanning Tool: Insert Name of Local HS/HT Site

Preparatory Experiences <i>(continued)</i>	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Accommodations Develop knowledge of reasonable accommodations that can be requested and controlled in educational settings, including assessment accommodations				
Qualified Staff Support from highly qualified transition support staff				
Work-Based Experiences				
Opportunity Awareness Career research, speakers, informational interviews, community mapping				
Career Assessment Formal and informal, hands-on and activity based, Internet-based				
Work-Readiness Skills Soft skills development, computer competency, job search skills, interviewing				
Industry Site Visits/Tours and Job Shadowing Individuals or groups				
Internships Paid or unpaid				

Community Resource Scanning Tool: Insert Name of Local HS/HT Site

Work-Based Experiences <i>(continued)</i>	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Entrepreneurship School-based enterprises, business plan development, and other entrepreneurial resources				
Benefits Planning Understanding the relationship between benefits planning and career choices				
Communicating Needs Learning to communicate disability-related work support and accommodation needs				
Supports/Accommodations Finding and securing appropriate supports and reasonable accommodations in education, training, and employment settings				
Youth Development and Leadership	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Mentoring Adult, individual, group, e-mentoring, individuals with and without disabilities				
Peer-to-Peer Mentoring Supportive peer group, pen pal, peer role models, job clubs				
Role Models Exposure to role models in a variety of contexts				

Community Resource Scanning Tool: Insert Name of Local HS/HT Site

Youth Development and Leadership <i>(continued)</i>	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Personal Growth Training in self-advocacy, conflict resolution, goal setting, transition planning				
Organizational/Community Leadership Opportunities Leadership training and experiences, service-learning, volunteer work				
Leadership/Self-Esteem Opportunities to exercise leadership and build self-esteem				
Disability History Exposure to disability history, culture and public policy, including knowledge of rights and responsibilities				
Connecting Activities	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Health/Mental Health Services				
Transportation/Orientation and Mobility Training Driver's education, public transportation, and alternatives				
Academic Tutoring Peer, adult, individual, group				

Community Resource Scanning Tool: Inset Name of Local HS/HT Site

Connecting Activities <i>(continued)</i>	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Workforce Preparation and Postsecondary Education College visits, disability student services, vocational rehabilitation, workforce programs				
Other Services and Opportunities Independent living, recreation, drug prevention, drop-out prevention, crime prevention				
Assistive Technology Consultation, awareness, acquisition				
Personal Assistance Services Attendants, readers, interpreters, other supports				
Benefits Planning Counseling Information on available benefits and their interrelationships				
Family Involvement & Supports	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Parental Involvement Facilitating parental involvement in transition planning				
Information On programs, services, supports, accommodations, employment, further education, community resources, rights and responsibilities under applicable laws				

Community Resource Scanning Tool: Inset Name of Local HS/HT Site

Family Involvement & Supports <i>(continued)</i>	Is this the responsibility of/offered by your organization?	Description/Frequency of Service	Number of youth receiving service annually?	How many youth have documented disabilities?
Support Networks Access to medical, professional, and peer support				
Disability Awareness Understanding a youth's disability and how it affects education, employment, and daily living options				
Rights and Responsibilities Under disability laws				
Individualized Planning Understanding how individualized planning tools can be used to achieve transition goals and objectives				

Would you be interested in participating or becoming a partner in the HS/HT program? ____ Yes ____ No ____ Not Sure
If so, please provide details as to the role you might assume.

Adapted from a form used by MiConnections, Michigan's High School/High Tech Program.

EXHIBIT 7.6

Sample Memorandum of Understanding Between

(entity administering the state infrastructure for HS/HT)

AND

(entity housing the local HS/HT site)

This Memorandum of Understanding (MOU) is entered into between

(name and address of the entity administering the state infrastructure for HS/HT)

and

(name and address of the entity housing the local HS/HT site),

as a site coordinating entity for a local HS/HT site.

High School/High Tech (HS/HT) is a community-based transition and enrichment initiative for high school students with disabilities. The program is designed to expose such students to career opportunities and provide activities that will interest students in careers in science, technology, engineering, and math fields (the STEM careers), and in pursuing higher education. The overall goal of HS/HT is to improve the graduation rate of youth with disabilities and increase their rate of participation in postsecondary education and employment (particularly in the STEM careers) following high school.

RESPONSIBILITIES OF THE PARTIES

The Local Site will:

1. Scope of Work

- A. Operate a HS/HT program and provide activities in accordance with all five components of the Guideposts for Success, which was produced by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth), in collaboration with the U.S. Department of Labor's Office of Disability Employment Policy, and is incorporated by reference into this MOU. The components include (1) School-Based Preparatory Experiences, (2) Career Preparation and Work-Based Learning Experiences, (3) Youth Development and Leadership Activities, (4) Connecting Activities, and (5) Family Involvement and Supports.
- B. Maintain the following documents, completed and appropriately signed, on file for each participant: (1) HS/HT application, (2) signed permission (if necessary) for student to participate in the program, (3) media release form, and (4) consent to share information among VR, the local school system and the Site (if different from the school system). (Note: Blank copies of these forms should be included as exhibits or attachments to the MOU.)
- C. Recruit students with disabilities and determine student eligibility, based on the following criteria: (1) secondary school students with disabilities in grades 8-12, and (2) between the ages of 14 and 24, in accordance with the Site's criteria. (Note: State programs or local sites may have additional or slightly different criteria.)

2. Staffing

(Note: The following responsibilities will vary depending on the nature of the relationship between the entity administering the state infrastructure and the local site.)

The local coordinator agrees to

- dedicate _____ hours a week/month to HS/HT;
- report to _____ with regard to the execution of his/her HS/HT duties;
- participate in _____ (monthly/quarterly) conference calls with the state coordinator and other local coordinators, and to participate in _____ (e.g., an orientation training, annual conferences or trainings, etc.); and
- participate in an annual review of his/her work with regard to HS/HT, to be undertaken by the state coordinator in conjunction with _____ (e.g., the local coordinators' immediate supervisor).

3. Reporting:

- A. Collect demographic data on participating youth and submit quarterly statistical, progress and narrative reports to the State HS/HT Coordinator, in the format and with the content required by the State Coordinator. (Note: Minimum requirement for demographic data may be included here or reporting forms may be included as exhibits or attachments.) This information is to be provided no later than ten (10) working days following the end of each quarter (i.e., September 30, December 31, March 31, and June 30).
- B. Provide additional data about youth participating in specific program activities, and narrative information regarding activities and successes (e.g., interim and final outcomes, including graduation from high school, entry into postsecondary education, and obtaining employment) and photographs (if available), to the State Coordinator for inclusion in the HS/HT annual report. These materials are to be provided no later than fifteen (15) working days following the end of the fiscal year (i.e., June 30 or September 30). Original information and photographs will not be returned to the site. (Note: Photographs and success stories that identify participating youth must be accompanied by a signed release form before they can be used.)

4. Interagency Collaboration/Cooperation

- A. Work with local educational entities and local vocational rehabilitation offices to assure efficient and appropriate reciprocal referrals of participating youth between the local site and these entities.
- B. Demonstrate active engagement with local Youth Councils, area Chambers of Commerce, local postsecondary institutions, local business/employer organizations, and other entities in the local area, as appropriate.

5. Financial Management (optional depending on funding mechanism)

- A. Request funding from _____ (name of entity administering the state infrastructure for HS/HT), using correct forms and submitting required follow-up information. [Note: Applicable forms and description of follow-up information should be included as an exhibit or attachment.]
- B. The site shall establish a separate account for funds received under this agreement and submit quarterly reports detailing income and expenditures.
- C. Purchase all equipment and services costing more than \$_____ on a competitive bid basis and use comparison shopping to purchase equipment and services costing less than \$_____. [Note: This section may spell out the specifics of the competitive bidding process. It may also address ultimate ownership of equipment costing more than \$_____.]
- D. Restrictions: HS/HT funds may not be used to purchase vehicles or real property or to finance building improvements.

6. Miscellaneous (optional)

- A. Establish and convene a local Advisory Board consisting of local and state partners. Upon selection of Advisory Board, names of the members will be submitted to the State HS/HT Coordinator.

EXHIBIT 7.6 (CONTINUED)

B. Establish a local website that is fully accessible, reflective of the five components of the *Guideposts for Success*, and is linked to the statewide accessible HS/HT website.

State HS/HT staff will:

- Provide technical assistance and support to the Site, as requested.
- Sponsor conferences and training programs for local site coordinators.
- Develop partners and partnerships at the state and national level to facilitate local implementation of HS/HT.
- Maintain state leadership/advisory involvement.
- Communicate and collaborate with _____ (e.g., Statewide Assistive Technology Project, State Rehabilitation Council, State Independent Living Council, postsecondary institutions, etc.).
- Develop and provide state-level student activities.
- Sponsor Annual Youth Leadership Forum for students. (Optional.)
- Sponsor or co-sponsor National Disability Mentoring Day. (Optional.)

NON-DISCRIMINATION: The parties agree to comply with applicable federal and state laws and regulations regarding nondiscrimination in employment practices, based on political affiliation, religion, race, sex, sexual orientation, disability, age or national origin. Furthermore, no individual shall be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination, on any such basis, under any program or activity.

INDEMNIFICATION: The Site agrees to indemnify and hold harmless the State of _____, and _____ (name of entity administering the state infrastructure for HS/HT), and its employees, against any and all liability claims and costs for injury to any person or property arising from the service, operation or performance of tasks associated with this MOU, resulting in whole or in part from the negligent acts or fault of the Site, or any employee, subcontractor, or other agent or representative of the Site.

DURATION AND TERMINATION: This MOU is effective on the date signed by both parties. This agreement may be renewed annually, with written notice provided by _____ (name of entity administering the state infrastructure for HS/HT) and written confirmation by the Site, no later than ten (10) days prior to the annual renewal date. Either party may terminate this agreement, at any time, with sixty (60) days written notice to the other party.

MODIFICATION: This MOU may be modified, with the written agreement of both parties, at any time.

By their signatures below, the parties enter into this MOU.

State Infrastructure:

(State HS/HT Coordinator or representative of the entity administering the state infrastructure)

Title: _____ Telephone Number: _____

Agency Name: _____ Date: _____

Local Site:

(Name of Local Coordinator or representative of entity housing the local site)

Title: _____ Telephone Number: _____

Agency Name: _____ Date: _____

Adapted from agreements used by HS/HT in Florida, Georgia, and Maryland.

Sample Media Release Form

High School/High Tech Consent for Media Use

I, _____, hereby give permission to the _____ High School/High Tech Program to photograph me, and to use audio and/or video equipment to record my participation in program activities. I understand that print and visual media may wish to distribute information regarding my participation in the program.

It is understood that this material will be used only for educational purposes or to promote the High School/High Tech Program.

Student Name (print)

Student Signature

Date

Parent's Signature (if student is under 18 year of age)

Date

Sample HS/HT Enrollment/Permission Form

HS/HT Site: _____

Student Name: _____ Date: _____

Complete Address: _____

Phone Number: _____ E-mail: _____

Gender: (circle one) Male Female Date of Birth: _____

Grade: _____ Disability: _____

High School: _____

Guidance Counselor: _____

Year of Graduation: _____

I have (circle one): an IEP a 504 Plan

Current Program Involvement (circle all that apply):

VR WIA Youth Jobs for Graduates Career Technical Education Other: _____

Parent/Guardian Information:

Name: _____ Relationship to Student: _____

Complete Address: _____

Phone: (home) _____ (work) _____ (cell) _____

E-mail: _____

Permission

I have chosen to participate in all program activities of High School/High Tech, including field trips.

Student Signature: _____ Date: _____

I hereby approve of this student's participation in all program activities of HS/HT, including field trips, and will not hold HS/HT or any persons connected with the activities, liable in case of an accident.

Parent Signature: _____ Date: _____

Note: Many HS/HT programs include additional information on their enrollment forms, addressing such things as race/ethnicity, the need for assistive technology, vocational interests, etc. While these forms may vary, the signed permission to participate in HS/HT is a critically important part of all enrollment forms.

EXHIBIT 7.9

Sample Release of Information Form

By signing and dating this release of information, I allow the persons or agencies listed below to share specific information, as checked, about my son's/daughter's history. I understand that this is a cooperative effort by agencies involved to share information that will lead to better utilization of community resources and better cooperation amongst agencies to best meet my son's/daughter's needs.

The agencies or agency representatives who are authorized to share information about my son/daughter are

Name	Address	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

The information to be released includes:

_____ History	_____ Diagnosis	_____ Performance
_____ Psychological Assessment	_____ Summary of Treatment	_____ School Evaluation
_____ Lab Work	_____ Medications	_____ Other (specify)
_____ Psychiatric Evaluation	_____ Legal issues/concerns	_____

This information is to be released solely for the purpose of

This consent to release is valid for one year from the date it was signed, or until otherwise specified.

Specify date, event, or condition on which permission will expire:

I understand that at any time between the time of signing and the expiration date listed above I have the right to revoke this consent.

Student Name	Date of Birth	
Address		
City	State	Zip Code
Student Signature	Date	
Witness	Date	
Witness Position		
Signature of Guardian or Responsible Party (if student is under legal age)	Date	
Guardian/Responsible Party Relationship to Student		

Sample contributed by Flint Hills Special Education Cooperative.



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