

**INTERAGENCY AGREEMENT
FOR TRANSITION PLANNING AND SUPPORTED EMPLOYMENT
SERVICES BETWEEN THE CUYAHOGA COUNTY BOARD OF MENTAL
RETARDATION AND DEVELOPMENTAL DISABILITIES AND MAYFIELD CITY
SCHOOLS, REPRESENTING CUYAHOGA EAST VOCATIONAL
EDUCATION CENTER**

Mission Statement

The following is an interagency agreement for the implementation of transition planning and supported employment services. The agencies participating in the agreement are the Cuyahoga East Vocational Education Center (CEVEC), and the Cuyahoga County Board of Mental Retardation and Developmental Disabilities (CCBMR/DD).

The purpose of this agreement is to provide for meaningful post-school employment outcomes for youth with developmental disabilities graduating from the public school service system. It is understood that the students targeted for services in this agreement will meet the eligibility criteria for enrollment in the Cuyahoga County Board of Mental Retardation and Developmental Disabilities. These students will become the responsibility of CCBMR/DD upon completion of transitional programming and graduation.

Formal transition planning for individual students will begin at age 16 or before, for the purpose of implementing meaningful, functional, and community-based instructional programs in integrated environments. CCBMR/DD involvement will begin prior to graduation and could begin during the students' last 2 years at CEVEC.

Cooperating Agency Liaisons

Each cooperating agency agrees to designate at least one individual to act as a transition liaison to review this interagency agreement and share the information with each agency's staff members involved in the transition process. Support Administrators, Adult Service, and CEVEC Teachers will be primarily responsible for maintaining frequent and regular contact between the agencies and for coordinating services for all students moving from school to adult services. Support Administrators, Adult Service, and CEVEC Teachers will be responsible for the agencies being represented at individual transition activities as deemed appropriate by the team, such as site visitations to CEVEC or CCBMR/DD activities, IVP (Individualized Vocational Plan) meetings, and transitional exit conferences. Support Administrators, Adult Service, and CEVEC Teachers will be knowledgeable regarding the agency's capacity to commit agency services and/or resources, receiving referrals, eligibility for services, and timelines for authorizing or committing agency services and/or resources.

Schedule of Interaction of Cooperating Agency Liaisons

Participating agency liaisons will meet periodically. Relevant service delivery personnel and/or other involved participants should be invited to these meetings, as necessary. The group's meeting agenda will include discussion of current services being provided to transition graduating students, new or planned services to be available in the community, examination of the outcome of transition planning and cooperative service delivery efforts.

CCBMRDD representatives from adult activity centers, support administration, and employment services will attend CEVEC Advisory Board meetings and provide updates to CEVEC's staff and 16 district representatives.

Individual Transition Meetings

Beginning in the mutually agreed upon students' last year of school CEVEC will plan and schedule for Transitional Exit Conferences, with the involvement of CCBMR/DD representatives. The students will meet the admission criteria of CCBMR/DD. The transition goals and service provision plans will be developed as an addendum to the IEP document. Notification of meetings will be provided by the CEVEC liaison.

The Transitional Exit Conference is the appropriate forum for the different agency representatives to develop plans of long-term service provision for graduating students. Each agency representative should assume responsibility for referral to and/or delivery of the various services, which will be required for an effective transition from school to work. Agency representatives should bring referral/service application forms, program and/or agency brochures, and information on program eligibility criteria, etc. to the conference to share with parents and consumers. The coordination of the services at the conference should provide for a smooth and continued delivery of services.

School Services

CEVEC agrees to provide experiences for students in real work settings. Whenever possible students will be trained to utilize public transportation to integrated work settings. Other services offered by the schools include: vocational evaluation, vocational education/training, guidance and counseling, competitive placement, and time limited job coach services. Students are compensated in accordance with the Fair Labor Standards Act in supported competitive placements on a full-time or part-time basis.

CCBMR/DD Services

If eligible and based on assessed needs, consumers may receive the following CCBMR/DD or contract agency services if such resources are available: support

administration, assistance with seeking residential options, advocacy, recreation, Adult Services, follow-along supported employment, and special support services as needed, to achieve and maintain integrated community living.

Transition Process

There will be a transition period to determine appropriate post graduation services. The transition planning team may include the student, family members, support administrators, teachers, advocates, and any other stakeholders assisting in the transition process. The post graduation services may include: situational and/or extended assessment in the community and/or AAC setting; vocational training in the community or AAC setting; transitional social/personal adjustment. Community placement options may include: individual community placement with follow along coaching, enclaves, and mobile work crews. If community employment is appropriate as determined by the transition team, transitional services would be directed to the appropriate AAC or contract agency(s).

Based on the team's decision, CEVEC students will start physically transitioning into the agreed upon post-secondary placement during the last semester of the students' last year of CEVEC and school services.

CEVEC staff will accompany all transitioning students, 100% of the time, until the team agrees that it is not necessary for a CEVEC staff member to accompany the students.

If at any time the staff of CCBMRDD feel that due to a student's behavior or other needs a CEVEC staff member needs to accompany the student, the CEVEC staff will return to supervise the student, and a meeting of the transition team will be set.

Exchange of Information

CEVEC agrees to provide CCBMR/DD with a list of names of those students who would qualify for participation in this agreement and who are in their last two years of school prior to graduation. This information will assist CCBMR/DD in projecting future service needs. A planning meeting will be held each June to exchange this information and make a tentative timeline of transitional activities.

CCBMR/DD agrees to provide CEVEC with follow-up Adult Services data of graduates from this program for at least two years following their graduation.

This sharing of information will help ensure the ongoing commitment of the agencies involved in the value of the interagency agreement.

Expected Outcomes

The consumer compatibility process should strive to match consumers to the vocational programs which are challenging enough to enhance individual success.

CCBMR/DD vocational programs deemed appropriate by the team may include:

- 1) Job placement services: job coaching, job development, and follow-along
- 2) Community employment: mobile work crews, enclaves
- 3) Adult Training Center employment, BDL/SP (Basic Daily Living-Severe/Profound), BDL/MH (Basic Living-Multi-Handicapped), BWA (Basic Work Activity), SWA (Standard Work Activity).

Dissemination of Agreement

Written copies of this agreement will be disseminated to all core team members, Designated agency liaisons, service delivery administrators and other agency personnel identified.

Review and Modification of Agreement

The transition planning core team members will plan to meet semi-annually (January and June) to re-evaluate this interagency agreement.

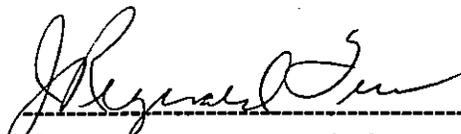
Timeline for Implementation of Interagency Agreement

This agreement will be enacted immediately following the date of signing by all cooperating agencies. The term of this agreement will be one year from date of signing. This agreement will be reviewed annually.

8th day of September, 2001



Mayfield City Schools, Representing Cuyahoga East Vocational Education Center



Cuyahoga County Board of Mental Retardation and Developmental Disabilities