Memorandum of Understanding

This Memorandum of Understanding (MOU) is entered into between the University of West Florida and Pensacola Pen Wheels, Inc. The High School/High Tech Program is an initiative of the US Department of Labor (DOL) Office of Disability Employment Policy (ODEP). It is sponsored in Florida by The Able Trust/Florida Governor's Alliance for the Employment of Citizens with Disabilities and in collaboration with The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) to assist state and local workforce development systems to better serve youth with disabilities. NCWD/Youth is composed of partners with expertise in disability, education, employment, and workforce development issues.

The Memorandum of Understanding commences on August 16, 2004 and terminates on July 31, 2005.

The title of the program is Pensacola High School/High Tech hereafter referred to as ‘the Program.’

The Program, objectives, outcomes, and outputs are described in Appendix A.

Each party to this Memorandum has agreed to undertake the following obligations:

(a) The University of West Florida has agreed to provide “in-kind” contributions for the contract period that includes collaborating with the Program Director to develop an orientation workshop for the students selected for the program which includes lunch on the UWF campus; provide UWF volunteer student mentors/tutors; collaboration with Program Director in planning Disability Mentoring Day Activities; and, collaboration with Program Director in planning the Pensacola High School/High Tech Kick-Off Activities. National Disability Mentoring Day is October 20, 2004.

(b) The Program Director, Darlene J. Maynard, MSW has agreed to provide the essential duties and responsibilities as described in the position summary in Appendix A and B. Ms. Maynard will adhere to strict confidentiality requirements as directed by the National Association of Social Workers Code of Ethics and is a mandated reporter.

CERTIFICATION:

By signing this agreement, all parties agree that the provisions contained herein are subject to all applicable, Federal, State and local laws, regulations and/or
guidelines relating to nondiscrimination, equal opportunity, displacement, privacy rights of participants, and maintenance of records and other confidential information relating to one-stop customers.

By signatures affixed below, the parties specify their agreement:

[Signatures]

6/17/04
Date

1/21/05
Date

[Signature]

APPROVED AS TO FORM AND LEGALITY:

[Signature]

UWF ATTORNEY
Appendix A

Project Plan and Description

The Project Director will select 20 students through referrals from Vocational Rehabilitation Counselors, various school personnel, and contracted ESE School Counselors.

The High School to High Tech project will access as many community resources as possible to give the students real world experience once they have had the opportunity to develop relationships with their peers and the Project Director. This 'team building' will incorporate many of the requirements of the program such as disability awareness, self-advocacy, career exploration, etc.

Training in resume writing, interviewing skills, etc. will be a collaborative effort with vocational rehabilitation counselors, the Project Director, and a variety of speakers from the community. Trips to the One Stop Center will be explored for additional hands on experience. Students will create a portfolio of all work completed throughout the program which will be used to evaluate their progress and job readiness. Other methods of evaluation will include assessing role-play exercises, reviewing attendance records, and group participation. Once students begin job shadowing and internships the individual the students are working with will evaluate them in a variety of areas to provide the Project Director a guide as to the student or project's strengths and weaknesses. Those informal assessments will allow the Project Director to work on the weaknesses of the student and the program.

The Program Director will sit on the University of West Florida's Disability Mentoring Day Planning Committee. Dr. Deborah Ford, Vice President, Student Affairs, who provided a letter of support, was excited at the possibility of incorporating the HS/HT Kick Off Activities to coincide with Disability Mentoring Day activities. The Escambia County School District fall break is scheduled for October 18 – 22, 2004. Therefore, students will be available to attend the festivities. HS/HT students would follow-up by practicing their newly acquired skills by writing 'thank you' letters to the university, program partners, and businesses.

The Project Director will develop a HS/HT Presentation for recruitment purposes. The presentation would include real life/work experiences as well as examples of job accommodations that have been successfully employed. The Project Director will also explore the possibility of engaging student representatives in these presentations and/or videos. The students will be encouraged to be creative by producing their own video or they may choose to utilize training videos.

The school system's mentoring program will provide background checks as well as training materials for mentors, which will be adapted for the HS/HT project. Mentors will be strongly encouraged to provide computer training and tutoring as part of the program. The Project Director will attempt to recruit peer mentors as well as business mentors for the students and develop job descriptions that reflect their duties. Mentors, staff, and speakers, with and without disabilities will be role models.

Self-advocacy training will be ongoing. Training and feedback will be provided as needed through instruction, role-play and modeling. Projects assigned to teams will include opportunities to use all skills students learn throughout the year-long project. Speakers will be
carefully selected for their expertise and presentation skills. Possible speakers include a Court Mediator, a representative from The Advocacy Center (local), a behavior analyst, guidance counselors, etc.

Traditional leadership and youth development activities. The Project Director will use a ‘team’ model of instruction in the classroom that requires all students to contribute to the success of their team. Student projects may include creating power point presentations on assignments required by the program: disability awareness, IDEA/504 Plans, accommodations for business, etc. Students can provide assistance to the Project Director by creating informational displays for exhibits to be used at community events. Possible community activities to consider include TBI (Traumatic Brain Injury) Day at the Wild Life Sanctuary (October), the Japanese Symposium hosted by the University of West Florida Social Work Department (February), Assistive Technology Awareness Day, and the Annual ESE Community Services Information Fair (March). Students will be encouraged to apply to attend the Youth Leadership Forum hosted by The Able Trust in July 2005. Students will also be encouraged to attend public hearings, school board meetings, transportation disadvantage meetings, etc. Legislators will be invited to speak to the students as well.

Connecting and Collaborating Activities are vital to ensuring the program can eventually become a stand-alone program. The Project Director will immediately start exploring possible partnerships with state/federal government, businesses and other community agencies/organizations. Best Practices from around the state will be explored and evaluated for consideration based on the uniqueness of the Panhandle. Once the award is granted the Project Director will also contact the vocational technical schools in the area for information and resources that they may be willing to lend the Project Director.

Initially, transportation availability will determine the number of site visits the students will participate in since parents/students will have to provide transportation until other resources are explored. One option is to have a transportation workshop that will provide information and training so students can access public transport or community transportation. Private transportation information will be available as well. This workshop would include other independent living skills needed by students.

Post program supports are vital to the long-term success of students in this program. There are programs and services available through current partners including mentors (e.g., Escambia County School Board, Vocational Rehabilitation, and the University of West Florida). Students will learn what resources are available as well as how to access those services. A review of the literature indicates that successful students are aware of the supports available to them, advocate for them, and use them. Former students who have successfully completed the program will be invited to share their experiences with current students.

Goals for the First Program Year:

- Locate internships for all Seniors; locate internships for at least half the Juniors.
- Establish a partnership with the Naval Education and Training Command – possible funding source, mentors, internships, job shadowing, etc.
- Establish a partnership with Pensacola Junior College – possible funding source, in kind contributions, internships, job shadowing, etc.
- Establish a partnership with the Work Force Development Board, preparatory experiences, training, career info, etc.
- Develop Advisory Council, internships, job shadowing, funding sources, etc.

**Expected Project Outcome**

1. Of the 20 students admitted to the program 80% will complete the first year.
2. 80% of the Seniors will graduate.
3. 40% of the Seniors will become employed (including going into the military)
4. 40% of the Seniors will continue their education at postsecondary schools.
5. 90% of the Juniors will return the next school year.
6. 80% of the Freshmen and Sophomores will return the following school year.
Appendix B

High School/High Tech Program Director Position Description

Summary

Coordinates and supervises the activities of High School/High Tech which include career/educational/development services for students with disabilities by performing the following duties:

Essential duties and responsibilities

Responsible for managing the daily operation of the High School/High Tech Program.

Recruits students through referrals and contact with school system, agencies, etc.

Provides information on colleges, universities, training programs, scholarships, etc. related to students career interests.

Maintains positive, constructive relationships with stakeholders – consumers, educational systems, referring agencies, funding sources, business community, families, and the community at large.

Assists student participants in developing individualized educational/career plans based on appraisals of aptitude, interests, personality characteristics, and other relevant vocational factors.

Develops job shadowing and internships that correspond to the participant’s individualized educational/career plans; facilitates the process for employers and participants.

Develops, coordinates, and implements activities including orientations, workshops, job shadowing, site visits, internship placements, student seminars, and career exploration trips.

Implements instruction of participants in career paths, resume building, job search, interviewing techniques, and appropriate work habits, and interpersonal skills necessary for success in competitive employment.

Implements HS/HT policies and procedures, memorandums of understanding, and other agreements.

Assesses Summer Internship sites regarding barriers/modifications and educates employers on reasonable accommodations.

Markets HS/HT program to prospective employers/partners, providing information on incentives, both financial and meeting present and future labor needs.

Establishes yearly goals and objectives for the project.
Participates/attends IEP Meetings.

Implements instruction of participants in career paths, resume building, job search, interviewing techniques, and appropriate work habits, and interpersonal skills necessary for success in competitive employment.

Oversees evaluation of Summer Internships at work site and uses data to determine if changes are necessary.

Writes/submits reports, evaluations, progress notes, and other documentation in an accurate and timely manner.

Obtains employer and participant satisfaction questionnaires.

Completes job and task analysis for internship placement.

Maintains communication with Teachers, Counselors, and Parents.

Maintains monthly contact with individual students.

Maintains ethical and competent participant relationships and delivery of services.

Maintains email/oral communication with the HS/HT State Coordinator.

Other duties as assigned.