

Valley Mountain Regional Center
Paid Internship Program
Program Design Component



Lodi Unified School District

Lodi Career Connections

Program Address/Mailing Address
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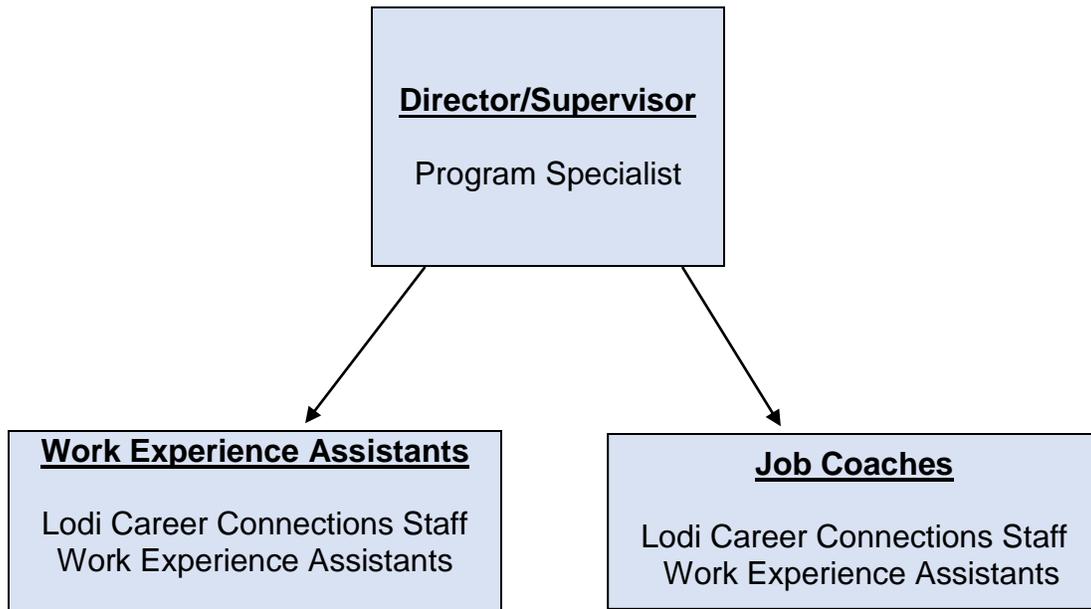
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I. Organization Chart

The below chart indicates the positions and names of individuals providing services for this program. All positions have a job description and duty statement within the Staff Qualifications & Duties section.



II. Program Description 56712(a)(1)(A-B)

Name of the program. Lodi Unified School District (Lodi USD)

The program's service operating hours and days. 7:00 am – 4:30 pm. Internship hours will vary based on employer, work site placement and may go into the early evening and weekends.

The program will use local business that we have established a positive ongoing relationship, and who may have hired past students. These will include Marshall's, Lodi Unified School District (food service, clerical, bus attendants, landscape), local car dealerships, restaurants, local hospitals.

The program's vision is to serve VMRC students/consumers who have been successful in various paid short term work experiences throughout high school and young adult program. These students have taken advantage of the current district paid work experience programs and are looking for a long-term experience in a career pathway that may lead to a position with the company or a position in a similar company. Goals for the program include acquiring the skills and experience needed for future paid employment, including self-advocacy, communication, socialization, behavior related work skills and internship on-the-job coaching, if needed, to ensure a successfully internship.

The program will support our students/consumers by developing the job, working with the business on placement, paperwork, follow-up, initial job coaching, transportation and mobility training, personal calendars, visual supports, grooming for work, organizing family support as needed, reviewing/planning medical support, and behavior management. Lodi Unified School District professionals will be engaged and utilized as needed such as: psychologists, school counselors, work experience staff, job coaches, job developers, job club staff and special education teachers.

Traditional internships will be offered. Students who have been successful in short term paid work experience programs offered through the district, including numerous work based learning activities will be referred to the internship program. This will fit an unmet need for a longer paid experience and an extended paid internship. Lodi USD does not offer this extended long-term paid work experience. This is a new opportunity to assist students/consumers move to competitive integrated employment (CIE).

The program will bill at an hourly rate per consumer, based on the entry level prevailing wage for that business, to include student required fiscal state withholdings.

The anticipated student/consumer outcomes resulting from participation in the program will include:

1. The intern will complete 95% of the defined intern hours.
2. The intern will obtain satisfactory or above on the final employer evaluations.
3. The intern will complete all follow-up activities 100%; one interview, closure paperwork, intern questionnaires, final evaluation from Career Connections.
4. The intern will complete a work portfolio on completion of the internship; including resume, assessment results, career pathway plan.
5. The intern will complete a work incentives plan with Lodi Career Connections.

The program can support 20 interns at any given time.

III. Entrance & Exit Criteria

The entrance criteria

1. The consumer to be served is 18 years of age or older.
2. Consumers, 18-22 years of age, who are in school are eligible to participate if the regional center is in compliance with WIC Section 4648.55. The internship must be identified as a need in the IPP that the Planning Team has determined cannot be met in the educational system or will not duplicate or fund an existing service provided through the educational system.
3. The ID Team has agreed that this option is the preferred choice of the consumer considering other available options. If the consumer was unable to express his/her preference, the ID Team has taken into consideration the history of parental involvement in planning services for this consumer.

The exit criteria shall include:

1. The consumer completes the internship(s) as determined by the IPP Team.
2. The consumer exhausts the maximum yearly funding amount (\$10,400).

3. Consumer obtains a competitive job placement.
4. The ID Team agrees this service no longer meets the needs of the consumer. The ID Team shall give significant weight to the evaluation results in any decision.
 - a. The student/consumer fails to report to work or call in three times.
 - b. The student/consumer fails to follow employer directions.
5. The student/consumer request to stop the internship after IPP and team meeting.
6. The employer asks the student/consumer to be removed from the business.

IV. Program Curriculum & Components

Program services reflect individualization. The program provides a process that allows the consumer to have a major role in decision and policy making related to their program curriculum. All activities clearly relate to the established consumer IPP/ISP objectives.

All internships will be, at least, state or local minimum wage. The program will support basic internships. Student/consumer will be matched to the Career Pathway and both the employer and student/consumer agree to the internship placement. Referrals will be distributed to High School and Young Adult Programs in Lodi USD. They will be shared with Lodi USD SELPA, Special Education Administrators, Program Specialists, Lodi Career Connections Work Experience Assistants and VMRC Transition Unit. Referrals will be sent electronically and will be a fillable form. Referrals will be given to the Director. The referrals will be reviewed with the sender and with the Lodi Career Connections team. Past work experiences will be discussed and explored. Final decision will be with the Director. All referrals will receive an approval or letter of explanation if not approved.

A work experience assistant will begin the intake process. They will meet with the student/consumer and their family to begin the interview process. This information will be shared with the VMRC service coordinator and a meeting will be set up with the potential intern and their IPP team. The student/consumer and his/her team will make the final decision regarding the internship program.

The students/consumer will complete additional assessments to determine a Career Pathway. The student/consumer with support will develop Individual Service Plan (ISP) goals that are important to the intern. The ISP will be completed by the IPP team. The ISP goals will be reviewed monthly.

Each month the team will review the additional needs including; transportation to and from work, grooming and hygiene, behavior support to maintain work, job retention skills, additional skills or certificates needed to keep a job and to move up in a company.

An intern will be required to complete his/her internship once it begins, unless it is an unsafe or unhealthy work environment. The IPP team will meet to determine a possible move if they deem it is necessary.

Interns may apply for a second intern placement to expand their skills in a Career Pathway, upon a satisfactory completion of an initial internship placement. It must be in a new fiscal year if the maximum internship dollars have been exhausted.

Lodi USD will be the employer of record. Interns with Lodi USD must complete a Lodi USD employee packet. Potential interns must provide a Social Security Card and a picture ID in order to participate. All paperwork must be completed. Student Interns, with the Work Experience Assistant will fill out an accurate time card each month. These are due to our office by the last day of the month and must be signed. Each intern will be given a work calendar for the month to assist in keeping their working hours. This will be verified with the employer.

The timecard will be turned into the Lodi USD payroll department for processing. Student Interns will receive a check delivered to their house the last working day of the following month.

Lodi USD will invoice VMRC for payment.

V. Attendance Policy

This program's consumer attendance policy will be as follows:

1. The program will notify the regional center on or before a consumer's fifth consecutive day of unplanned absence, an IDT meeting will be scheduled to look at termination.
2. The student intern must notify the employer if he/she is not coming to work. The employer may ask that the student intern not return to work if her/she does not call for three unexcused absences.
3. The student intern may be removed from an internship and required to take a break from the program for up to three months and will be reinstated if the IPP and school team deem the consumer is ready to try another internship.
4. The work experience assistant will make weekly calls to the employer to monitor attendance at the internship site and on-sites visits as necessary, and required by the supervisor.

VI. Staffing

Staffing requirements in the internship program will be based on individual needs – which will be based on person-centered planning process and the intern's ISP. It is the goal of the program that job coaches will initially start the intern working at the work site and fade to follow-up and intermittent job coaching. We want the intern to have a full broad internship experience, as well as the employer expanding to natural supports in their businesses. Staffing supports will be clearly written into the ISP with fading goals. The program will maintain individual written staffing plans to ensure a safe positive employment experience for the intern. This plan is available for review at any time.

VII. Staff Training 56712(a)(1)(H) & 56726,

This program's staff training shall reflect the philosophy of the program and the program's curriculum. Imagination, innovation and creativity that serve the best interest of the consumer is encouraged and rewarded. Training shall encourage staff not to make unwarranted assumptions about individual developmental potential. Staff shall not be left alone to provide

job coaching and supervision to the consumer until all necessary training and certifications have been successfully completed. Staff shall be encouraged and enabled to attend all IPP meetings and provide meaningful feedback.

A. New Employee Orientation

New employees shall include paid staff, volunteers and consultants. New employee orientation will be presented within the first two weeks of employment and shall be based on the prior experience and qualifications of the individual and the needs of the program. This orientation shall be provided by Lodi Unified School District and Lodi Career Connections. The curriculum shall include at a minimum: Keenan SafeSchools Training mandatory videos within six weeks of hire. These are district wide and are provided by our Risk Management Department. Each school year the mandatory online courses are given to the Director. The required training courses may include; armed shooter training, bloodborne pathogens exposure prevention, heat illness prevention, mandated reporter: child abuse and neglect, confidentiality, Lodi USD sexual harassment board policy. These courses take approximately six hours to complete. Each staff member prints out a certificate and turns it into the Director. Keenan SafeSchools also provides a list of courses completed and courses staff members must complete. There are additional courses available if staff have a specific need or interest in a training topic. Staff also must have a current First Aid/CPR certificate. All staff go through Active Shooter Training.

Training for specific job coaching and job development is provided by Lodi Career Connections.

1. Consumer safety procedures to be used in the event of an emergency
 - a. Length of this training: 60 minutes
 - b. Technique used to train staff: Keenan SafeSchools Online Course
2. W& I Code, section 4502 (Rights)
 - a. Length of this training: 15 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training
3. W& I Code, section 4504 (Denial of rights)
 - a. Length of this training: 15 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training
4. W& I Code, section 4518 (Releasing confidential information)
 - a. Length of this training: 30 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training
5. W& I Code, section 4646.5 (Assessments)
 - a. Length of this training: 3 hours
 - b. Technique used to train staff: Lodi Career Connection Training
6. W& I Code, section 4648 (Services)
 - a. Length of this training: 30 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training
7. W& I Code, section 4655 (Medical consent)
 - a. Length of this training: 15 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training
8. W& I Code, section 4705 (Fair hearing procedure)
 - a. Length of this training: 15 minutes
 - b. Technique used to train staff: Lodi Career Connection PPT Training

9. W& I Code, section 4710 (Notice of action)
 - a. Length of this training: NA
 - b. Technique used to train staff: NA
10. W& I Code, section 4710.5 (Request for fair hearing)
 - a. Length of this training: 10 minutes
 - b. Technique used to train staff: staff meeting
11. Consumer's Rights, Title 17, section 50510
 - a. Length of this training: 60 minutes
 - b. Technique used to train staff: consultants, Lodi Career Connection PPT Training
12. The developmental disabilities service system
 - a. Length of this training: 30 minutes
 - b. Technique used to train staff: staff training, consultants
13. Policies, procedures and practices of this program
 - a. Length of this training: 3 hours in one hour training modules
 - b. Technique used to train staff: Lodi Career Connection PPT Training
14. Specific job requirements for each employee
 - a. Length of this training: 3 hours in house, plus on-the-job training by staff
 - b. Technique used to train staff: Lodi Career Connection staff
15. Provision of client care and supervision, including communication
 - a. Length of this training: 2 hours, plus on-the-job training by staff
 - b. Technique used to train staff: District speech therapists, consultants
16. Assistance with prescribed medications which are self-administered
 - a. Length of this training: 30 minutes
 - b. Technique used to train staff: Nursing services
17. Recognition of early signs of illness and the need for professional assistance
 - a. Length of this training: 30 minutes
 - b. Technique used to train staff: Nursing and Psychological services
18. Availability of community services and resources
 - a. Length of this training: 3 hours minimum, ongoing throughout the year
 - b. Technique used to train staff: Lodi Career Connections Staff
19. Universal Precautions
 - a. Length of this training: 60 minutes
 - b. Technique used to train staff: Keenan SafeSchools Online Certificate Course
20. Any additional topics the program will cover based on the consumer population served. Job coaching, internship program development and follow-up, behavior challenges on the job site.
 - a. Length of this training: one day, ongoing follow-up training quarterly
 - b. Technique used to train staff: consultants, director training

The documentation for this training will be kept in the staff's personal file. The Director will be responsible for organizing the training and maintaining the necessary documentation.

B. On-going Staff Training

On-going training opportunities will be provided to all staff and volunteers throughout the year. This may include training off-site or training at staff meetings.

The On-going training for the Program Director will be the following: Current Federal and State Regulations related to employment, current Competitive Integrated Employment (CIE) laws and regulations, work permit training, assessment options, curriculum training, sharing of materials at state meetings. These will be obtained by State Leadership meetings, State provided trainings, webinars, attending CIE meetings.

Staff and volunteer training will include: safety on the job, job development and job coaching strategies, Person Centered development training, resume development, self-advocacy techniques and strategies.

Staff and volunteers will obtain 20 hours of training each year. The Director will obtain 20 hours of training each year.

The documentation for this training will be kept in the staff's personal file. The Director will be responsible for organizing the training and maintaining the necessary documentation.

Tab 1: Staff Training Documentation Tool

VIII. Assessment, Utilization of Assessment Data & Evaluation of Progress 56712 & 56720

The following is the process by which Lodi USD Internship program will determine how each student/consumer will be served within the program in order to achieve his/her IPP objectives for this program. The assessments utilized will be individualized per student intern and integrated in their Person-Centered Plan. Vocational and Independent Living Assessments will be given at our Needham West site and integrated into the student's overall plans (IEP, IPP, ISP). Ongoing planning and assessments will continue throughout the internship to provide feedback to the business, job coach and student's support team.

A. Assessment

Prior to placement in an internship, the consumer will be assessed by the Director or designated staff. The assessment will be comprehensive and address the whole consumer. It will collect information related to individual strengths and weakness, needs, likes and dislikes developmental status, medical status, functional skill levels, and behavior baselines and behavior antecedents. The Lodi Career Connections team will complete a Person-Centered Plan and compile past and current assessments into the final Plan. Most interns will complete a PPT to display their dreams, career pathway, strengths, areas of supported needed, description of their disability, accomplishments, fears, and ideal working conditions.

Tab 2: Assessment Tools

The assessment tool(s) to be used will be titled: TEACCH Transition Assessment Profile (TTAP), Functional Assessment and Curriculum Teaching Students with Disabilities Brigrance, Transition Skills Inventory, Person Driven Planning, and various JIST Career Solutions Assessments.

B. Utilization of Assessment Data

The training component of the consumer's Individual Program Plan (IPP) is the Individual Service Plan (ISP). This ISP will be developed through the ID team planning process. The ISP will describe the supports this program will provide to assist the consumer to achieve their life goals.

The assessment outcomes are utilized for determining the specific training, activity and program services the consumer will receive.

The ISP's will be developed with, and agreed to by, the consumer and/or his legal representative, and the consumer's Regional Center Service Coordinator.

The development of ISPs is completed within 30 days of placement in the program and they shall include general goals and specific training and/or support objectives.

The ISP indicates the area of training, goal, current baseline, training or behavior modification objective, plan to achieve the objective, type of data to be collected, when data is to be collected and what data collection tool will be used. ISP template is in Tab 3.

All staff responsible for the direct support of a consumer are familiar with the consumer's IPP and ISP objectives and methods of implementation. There is timely and at a minimum, weekly documentation in the consumer file on case note sheets related to details of the internship, consumer performance and supports provided in relationship to the IPP and ISP objectives. Supports includes job coaching, skills training by staff, direct contact with employer, contact with family and circle of support for the consumer.

Tab 3: Internship Monthly Report, Student/Consumer Contact Log

The program will provide services focused on goals, specific skills or behavioral deficits. This training is related to the achievement of goals, the acquisition of the most appropriate skills, and the elimination of those deficits and as determined by the planning team.

C. Evaluation of Progress

The program will review the data collected from each ISP for each internship performed. The program will use this information to determine the extent of a consumer's progress toward achieving the specific outcomes in each IPP/ISP objective for which the program is responsible.

The types of data likely to be collected on the consumer may include, level of ability to complete tasks, follow instructions, ability to work with others and/or independently, personal hygiene, including an employer evaluation and student/consumer self-evaluation.

The frequency of data collection will be based on the objective. Skill data will be collected as the skill is practiced and in the natural environment. Behavior data will be collected as the behavior occurs. On duty staff, will be responsible for data collection.

At the end of each month the Director or designated staff will review the data sheets for each ISP, summarize the collected data and update the employer evaluation on a consumer progress report. These reports will be reviewed with the student/consumer and kept in the consumer's file.

The data collected will be used to modify the consumer's program services and their ISPs objectives. If the analyzed data shows the training the consumer is receiving is not effective in assisting the consumer to meet their service goals, then the ISPs objectives will be re-evaluated and modified. This may include simpler steps to meet the stated objective, different training methods, or different interventions for behaviors. It is the Director's responsible to make sure all of the ID Team and consultant recommended modifications are made to the ISP. During the quarterly meetings, the Director will share the evaluations and consultant analysis tools with the planning team.

Monthly, program will report to the VMRC Employment Department the following information:

- Types of internship placements, including the setting and type of work performed.
- Consumers, identified by name and UCI number who are actively placed in an internship
- Length of internships and reasons for exit
- Demographic information of interns.
- Payment amount of each intern placed. Specified by wages and payroll costs
- Employment related supports provided to the intern by any agency, service provider or individual.
- Number of interns who subsequently entered paid employment, including salary, benefit information and employment start date.
- Description of what was successful.

IX. Consumer IPP Documentation

56720

The program will submit written reports of progress on consumer IPP and ISP objectives for which they are responsible to VMRC case management staff.

Report frequency will be dependent on the length of the internship but, at a minimum, program will submit an initial assessment report within 2 weeks of the start of the internship, a mid-term progress report and a final report at the completion of the internship. Reports will be submitted to the VMRC Employment Department (can be included as part of the monthly report data) and the consumer's Case Manager.

This written report shall include:

1. An evaluation of the consumer's performance and progress based upon the review of each IPP/ISP for which the program is responsible
2. Identification of the barriers to the consumer's success in achieving the IPP/ISP objective(s) for which the program is responsible
3. A description of how such barriers shall be overcome in the future
4. A statement whether the program can continue to meet the consumer's needs as specified in the IPP
5. Signature of staff completing the review and the date it was completed.

Tab 4: Sample Internship Program Forms, Individual Service Plan (ISP) form

X. Evaluating Program Effectiveness 56732

The program is subject to annual renewal based on program effectiveness which is determined by review of the progress reports and consultation with the planning team. Each fiscal year the program shall conduct an annual review of its program's effectiveness in relation to the program design. This shall include a documented review of specific areas. The program will retain and make available upon request, for a period of at least three years from the date of an evaluation, all records related to the evaluation of program effectiveness and procedures to be used to monitor and evaluate the outcomes of service provision.

Program effectiveness will be reviewed annually at the consumer's IPP conference. The ID team will monitor and shall consider the following to determine program effectiveness:

1. Is the program adhering to their stated principles?
2. Whether the services and supports outlined in the consumer's Individual Program Plan are congruent with the choices and needs of the individual
3. Whether services and supports described in the consumer's Individual Program Plan are being delivered
4. Whether services and supports are having the desired effects
5. Whether the consumer is satisfied with the services and supports

The review process of this program's objectives related to the anticipated consumer outcomes resulting from participation in the program will be the following; positive employer evaluation, student/consumer positive self-evaluation, completion of internship, offer of employment. This will be summarized at the conclusion of the internship by the Director and Work Experience staff assigned to the consumer.

The Work Experience Assistant, Job Coach and the Director will compile the monthly reports, student intern contact log, employer evaluations, observations at the job site, discussions with student/consumer, family and student/consumer self-review to compile the semi-annual and annual report.

As part of the annual program evaluation process, the program shall have a written evaluation design specifying each of the following areas:

1. The purpose of the annual program evaluation
2. The type of data to be collected and used during this annual program evaluation process
3. The frequency of data collection as part of the annual program evaluation process
4. The data collection and analysis methods to be used as part of the annual program evaluation process
5. A description of the distribution, communication of, and actions to be taken upon the results of the evaluation
6. The frequency of evaluations

7. The reason this evaluation design was selected and how it relates to the program objectives

Tab 5: Semi-Annual Evaluation Forms

1. The semi-annual evaluation will graph each Intern on ISP goals rated on a scale of 1 to 5, graph monthly work-site evaluations based on SCANS skills, graph student monthly self-evaluation of their work skills.
2. The program will compile all students/consumers enrolled in the internship program and graph overall program success in moving towards gainful integrated employment.
3. The program will compile the number of hours work, hourly rate for a total of all interns working.
4. The program will compile statements from employers or co-workers regarding the internship program impact on business sites.
5. The program will compile and provide an analysis regarding challenges on the job site.

Tab 6 Annual Sample Evaluation Tool

XI. Internal Grievance Procedure 56710

On an annual basis, the program's internal grievance procedure will be reviewed with the consumer. This will be documented into the consumer's file.

This program's internal grievance procedure is the following:

In the event that the consumer, community member, or Circle of Support member disagrees with or has a concern about any or all program plans, intervention strategies, implementation of policies, level of care, or services delivered they can present their grievance to the Director. The Director will discuss the grievance with the complainant and provide feedback on a resolution within ten days. If the complainant is unhappy with the resolution, they will be advised to contact the Service Coordinator or the Client's Rights Advocate. These phone numbers will be provided to the consumer.

The program's Director along with any necessary staff will annually review the process for the internal grievance procedures to determine if the response to each grievance was within the timeframe in the procedure and if outcomes were determined for each grievance.

Tab 7: Written Internal Grievance Procedures

XII. Personnel Requirements, Functions & Qualifications 56722 & 56724 & 56752 & 56754

Hiring Practices

The program's hiring process will be the following: Lodi Unified School District personnel protocol. All hiring is conducted and maintained through the Lodi Unified School District

Personnel Department. All fingerprinting clearance, TB clearance is maintained by the District. No personnel can begin work or continue working with any of these items uncompleted. The District completes orientation to the district. The Program Director will meet with each new employee and discuss program safety standards and protocols.

The screening procedure used to evaluate employee's, volunteer's, and consultant's references from prior employers and/or volunteer organizations, character, employment history, fluency and communication abilities will be the following: annual evaluations or more often if the Director deems necessary through Lodi Unified School District Personnel Department. This information will be documented in each employee's personnel file.

This program shall maintain a current written job description for all personnel. The qualifications for each job are not for specific persons, they are based on the needs of the job.

Director/Supervisor:

The role and responsibility of this position is the following: Program Specialist, Director of all paid work experience grants, contracts, MOU's. Day to day operation of Needham West. Supervises 30 staff. Maintain budgets, approve purchases, staff calendars, mileage, absences, travel, staff development, transition IEP's, safety training.

Work hours - 8:00 am - 4:30 pm

Positions supervised - Work Experience Assistants, Site Teachers, Clerical Staff.

Minimum Qualifications:

1. A current California Teaching Credential or Administrative Credential.
2. Five years working with high school students or young adults with IEP's.
3. Fingerprint clearance from the Department of Justice.
4. Criminal background check.
5. Current TB clearance.
6. Maintain current CPR and First Aid certification .
7. Obtain annual appropriate continuing education training as needed to provide services.

Statement of Duties:

1. Organizing and supervising the program in accordance with the program's established policies.
2. Overseeing the areas of budgeting, program design and implementation, project planning, staff development and training, evaluation and the direction of program services.
3. Organizing and monitoring the intake and continuing assessment process.
4. The ability to select and exercise general supervision over assigned staff.
5. Selection, training, and supervision of assigned staff.
6. Planning, managing, coordinating and evaluating assigned staff efforts to achieve the program's objectives and consumer outcomes.
7. Coordinating with the regional center the implementation of consumer ISP goals for which the internship program is responsible.

8. Assessing the program's effectiveness in achieving consumer ISP goals.
9. Identifying barriers to consumer success in obtaining the IPP/ISP objectives and how those shall be overcome
10. Organizing and monitoring the intake and continuing assessment process.

Work Experience Staff:

The role and responsibility of this position is the following: Provide paid work experience.

Work hours - 8 hours a day/209 days

This position reports to – Director/Supervisor

Minimum Qualifications:

1. Level of Education High School Graduate or AA degree.
2. Previous job experience with high school/young adults with disabilities preferred. Classroom experience preferred or community job coaching.
3. The skill, training, or education necessary to establish and maintain a constructive and appropriate personal relationship with the student/consumer.
4. The skill, training, or education necessary to minimize risks of endangerment to the health, safety, and well-being of the student/consumer.
5. The skill, training or education necessary to achieve the intended results of the service being performed by this program.
6. Fingerprint clearance from the Department of Justice.
7. District background criminal record clearance.
8. TB & health screening (not older than 12 months).
9. Maintain current CPR and First Aid certification
10. Obtain appropriate continuing education training as needed to provide services.

Statement of Duties:

1. Interview student/consumer
2. Complete assessment
3. Develop employment goals
4. Engage family in planning
5. Job develop
6. Develop resume
7. Take student on interview
8. Arrange with student and family transportation to work
9. Job coach student as necessary
10. Follow up on a regular basis with student on the job
11. Timecard and evaluation paperwork
12. Troubleshoot any challenges at work

Volunteers: Not used

Consultants: Not used

Tab 8: Resumes and Certificates

1. Provide copy of resume, CPR & First Aid District clearance report for Director/Supervisor.

2. Graph of employment with Lodi Unified School District and CPR/First Certification.

XIII. Program Records

56728

This program shall maintain and provide access to records pursuant to all applicable requirements of Title 17, sections, 50603, 50604, and 50605. This program will maintain all program and contract records and documents at its business office. These records shall include:

1. Time sheets indicating hours of service.
2. Payroll records.
3. Consumer attendance, maintained daily, indicating the date of service.
4. Accounting records.
5. Training records.
6. Service and program evaluations.
7. Internal grievance procedures records.
8. Historical data documenting the actual delivery of service to the consumer for which this program has claimed payment.
9. Vendor contract.
10. Written description of the vendor's organizational structure.
11. The program design and any changes made to the program design.
12. All records used by the program in completing the DS 1897 submitted to DDS for rate determination.
13. All written approvals from regional centers or DDS.
14. The annual program evaluation addressing Program Effectiveness.

XIV. Consumer Records

56730

This program shall maintain consumer information and records as confidential documents and shall maintain consumer confidentiality as required in the H&S Code, section 199.20-199.27.

This program shall maintain an individual consumer case file for the consumer. All records pertaining to the consumer shall be stored at the program site in a secure and locked place which shall be readily accessible; additionally, the program will have specific information on hand while the consumer is in the community.

The Consumer Record shall contain:

1. General consumer information and emergency contact names, addresses and numbers of relative, guardian or conservator, physician, pharmacy and health plan.
2. Current medical history which includes
 - a. Current medications
 - b. Known allergies
 - c. Medial disabilities
 - d. Infectious, contagious or communicable conditions
 - e. Special nutritional needs
 - f. Immunization records

3. Consumer's medical, psychological, and social evaluations identifying the consumer's ability and functioning level.
4. Authorization for emergency medical treatment.
5. Documentation that the consumer and/or the authorized representative has been informed of his/her personal rights.
6. Individual Program Plan (IPP).
7. Special incident reports.
8. Case notes completed by staff on ongoing basis reflecting important events or information not documented elsewhere.
9. Data collected that measures consumer progress in relations to his/her IPP & ISP objectives.
10. Documentation of program evaluation reviews including summaries of the data collection that indicates consumer performance and progress toward consumer outcomes for which the vendor is responsible.
11. Assessments completed by program.
12. Individual Service Plans (ISP) developed by the program.
13. A copy of the program's progress reports.
14. General correspondence.
15. Documentation of attempts to obtain required information not contained in the consumer record.

The student intern will carry emergency information and current medications with him/her. The employer will be given a file with this information.

All correspondence will be documented on the contact face sheet located in the front left hand side of the internship/consumer file.

XV. Records

T22/80066 – T17 50603 – 50604 – 50605 - 56728

All records shall be maintained for a minimum of five years from the date of final payment of the State fiscal year in which services were rendered. Records shall be maintained in the Needham West business office.

Personnel Records

Personnel record will be maintained on each staff and contain at a minimum the following information:

1. Driver's license (if transporting consumers). Date of employment.
2. Statement signed by the employee that he/she is at least 18 years of age.
3. Home address and telephone number.
4. Documentation of the educational background, training and/or experiences required for this program.
5. Past experiences, including types of employment and former employers.
6. Job duties.
7. Documentation of training attended.
8. Health screening.
9. TB test documents.

10. Fingerprint clearance and signed criminal record statement .
11. Proof of current CPR and First Aid certification.
12. Hours worked.
13. Termination date if no longer employed.

The Director and site secretary will be responsible for obtaining and maintaining the personnel records and the records will be kept at the program's business office.

1. The District maintains current district approval form to transport students.