**LOCAL AGREEMENT**

**DATA SHARING TO SUPPORT BEST PRACTICES IN SCHOOL
TO INDIVIDUAL COMPETITIVE INTEGRATED EMPLOYMENT**

1. **Purpose and Scope:**

The purpose of this Agreement is a regional or localized effort to share student data between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Local Education Agency (LEA) or charter school, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Administrative Entity (County MH/ID office), \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Regional Autism Office (if desired),and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the District Office of Vocational Rehabilitation (collectively, the Parties), in order to facilitate and expedite the effective transition of students from school to individual competitive integrated employment.

Competitive integrated employment is employment on a full or part-time basis for which a person is compensated at not less than federal minimum wage requirements or state or local minimum wage law (whichever is higher) and not less than the customary rate paid by the employer for the same or similar work performed by people without disabilities, at a location where the employee interacts with people without disabilities (not including supervisory personnel or people who are providing services to such employee) and presented, as appropriate, opportunities for similar benefits and advancement like those for other employees without disabilities and who have similar positions.

Efforts to transition students to employment have been challenging due to separate data collection efforts and timelines. Therefore, the Parties will work together under this agreement to share data, and align services and timelines to better serve students as they transition from school to individual competitive integrated employment.

The Parties strive to align their efforts with the policies and mandates of the Individuals with Disabilities Education Improvement Act (IDEIA), the Workforce Innovation and Opportunity Act (WIOA), the Rehabilitation Act of 1973 (the Rehab Act), the Americans with Disabilities Act (ADA), the Olmstead Decision, and the Pennsylvania State Employment First Policy as set forth in Executive Order 2016-03.

The sharing of data will reduce redundancy of effort by students and families in sharing information with the Parties, and enable the flow of pertinent information to families and caregivers of students as staff from the Parties reach out to students and families to assist in service delivery and relay important, time sensitive information.

Connecting to these services will enable other potential needs of the student to be identified, and referral made to those other services, such as housing, transportation, medical, mental health, and higher education.

Sharing data will assist in a structured and seamless transition to the adult service system to meet the needs of students seeking employment and adult service system connectivity.

1. **Roles and Responsibilities of the Parties:**
2. **LEA:**
3. Meet quarterly with the Parties regarding data sharing agreements and best practices in school to encourage individual competitive integrated employment.
4. Identify special education student data to send to collaborating Parties.
	1. Data will be sent to the local Administrative Entity for students who are four years away from exiting school, which honors applicable confidentiality rules and regulations.
	2. Data will be sent to the District Office of Vocational Rehabilitation for students who are two years away from exiting school, which honors applicable confidentiality rules and regulations.
5. Work with District Office of Vocational Rehabilitation to set up intake appointments and requests for Pre-Employment Transition Services for students.
6. Work with the Administrative Entity Office and District Office of Vocational Rehabilitation to inform students and families about employment services.
7. Meet the confidentiality requirements of IDEIA and FERPA.
8. **Administrative Entity:**
9. Meet quarterly with the Parties regarding data sharing agreements and best practices in school to encourage individual competitive integrated employment.
10. Request data from the LEA for students four years away from exiting school.
11. Follow up as needed with identified students and their families to secure services and support successful transitions from school to individual competitive integrated employment.
12. Work with the LEA and Vocational Rehabilitation to inform students and families about employment services.
13. **District Office of Vocational Rehabilitation:**
14. Meet quarterly with the Parties regarding data sharing agreements and best practices in school to encourage individual competitive integrated employment.
15. Request data from LEA for students two years away from exiting school.
16. Work with the LEA to set up student intake appointments at the school building or other convenient location to the student and family.
17. Work with the LEA to request Pre-Employment Transition Services if appropriate for designated students.
18. Work with the Parties to inform students and families about employment services.
19. **Period of Local Agreement**

This Local Agreement will be reviewed every two years. The purpose of the review is to develop or change any necessary elements of data sharing and best practices in transition of services from school to individual competitive integrated employment. This will not preclude the participating Parties from requesting a review of the agreement as need arises. Proposed amendments to the agreement shall not become effective unless agreed to by mutual consent of the signatories.

Once adopted, this agreement shall stay in effect unless or until amended or rescinded by the Parties.

**Signatures of Parties:**

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LEA School District & Title Date

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Administrative Entity Office & Title Date

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District Office of Office & Title Date

Vocational Rehabilitation