Purpose: The Community College Transition Program of Futures Explored is designed to support the transition from high school to the adult world, for those interested in a college experience, by delivering most of the services and supports to the consumer on a community college campus. The individuals are supported in assessment, registration and financial aid processes, in addition to choosing appropriate classes, acquiring necessary supports for academic success, working on adult social skills, identifying possible vocational opportunities, travel training and potential living situations. Other skills developed include building sustaining personal skills necessary to communicate, advocate, make choices, form relationships and develop good work and personal habits. Flexibility in this coordinated package of services for each student will make the transition from schools to adult community easier than what currently exists and in the natural environment of a college campus.

Goals: The goal of our Community College Transition Program is to foster and develop positive adult skills to lead to positive personal, educational, vocational and living outcomes. Potential individual outcomes include greater independence, better integration into the community, less need for on-going support, and greater vocational achievement than among other disabled young adults. Indicators of these outcomes include social skill development, ability to stay on task and follow through with assignments, meaningful employment, and increased self-confidence.

It is anticipated that the students will graduate from this program with an enhanced sense of self-advocacy as they move about in their community as models of young adults who have a good deal to offer the community at large.

<table>
<thead>
<tr>
<th>General Outcomes:</th>
<th>Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Support Educational Advancement</td>
<td>Educational Courses completed</td>
</tr>
<tr>
<td>To have consumers earn income</td>
<td>Total consumers in paid work</td>
</tr>
<tr>
<td>To have consumers enter community work</td>
<td>Consumers transferred to Supported Employment</td>
</tr>
<tr>
<td>To maximize presence and participation in the community</td>
<td>Community integration experiences per consumer</td>
</tr>
<tr>
<td>To maximize consumers meeting their ISP objectives</td>
<td>Consumers meeting one or more goals</td>
</tr>
</tbody>
</table>

SPECIFIC OUTCOMES BY PROGRAM COMPONENT

Educational Component: Consumers will be supported in enrolling and attending a community college.

- To enroll in community college courses of the consumer’s choice.
- Seek the appropriate supports necessary to meet the requirements of each course.
- To seek an appropriate community college outcomes such as academic exploration and achievement and vocational advancement.
- Maintain attendance as required by the college.
Vocational Component: Consumers will be assisted in exploring and participating in employment training activities of their own choosing, including volunteer work.

- To maintain or increase vocational skills
- To make consumers aware of kinds of jobs they could pursue and the skills necessary to achieve that goal
- To make consumers aware of work behaviors and skills necessary to work with and around the public
- To evaluate and or remediate barriers to enable consumer to participate in Supported Employment
- To obtain community employment

Self-Help / Social Skills Component: Consumers will be assisted and trained in appropriate behaviors to be exhibited in the community.

- To maintain or increase appropriate social behavior, as established by the Individual Service Plan.
- To increase social and community integration skills.
- To independently display behaviors appropriate to an employment or social situation

Community Integration Component: Consumers will be assisted in exploring and participating in community-based recreational activities and events of their own choosing to enrich and fulfill their lives.

- To maintain or increase community integration and safety skills, as established in the Individual Service Plan.
- To use community services and resources with minimal external support

Self-Advocacy Component: Consumers will be assisted in exploring and participating in self-advocacy activities of their own choosing, such as Developmental Disabilities Council, People First, and civic advisor committees.

- To maintain or increase self-advocacy skills as established by Individual Service Plan objectives
- To assist the consumer in making informed choices and decisions.

Optional services: Consumers may include a planned activity program, including arrangements for utilization of available community resources. Consumers can select goals from a variety of options as follows depending on their interests and abilities:

* Academic Skills
* Art Groups
* Attending an Institution of Higher Learning
* Budgeting/Money Management
* Communication Assistance
* Community Outings
* Computer Training/Use
* Mobility/Travel Training
* Movement to Music
* Pet Therapy
* Recreational Activities/Community Events
* Relaxation/Massage
* Sensory Experiences
* Accessing Sexuality Training
**Program Curriculum:** Curriculum follows a community-based instruction model designed to develop and maintain functional living and employment skills. All training materials will be chronologically age appropriate and similar to those used by individuals without disabilities. All components are taught using a variety of instructional techniques, including individual and group instruction and whenever possible in natural environments. **Students will be required to utilize the services offered for at least 18 hours/week each month;** (See Appendix A for sample weekly schedules)

**Educational Component:** Educational opportunities are supported at local Community Colleges, where in natural environments; consumers are expected to make educational choices, based on specific academic or educational goals, to develop vocational skills, to enhance their health and well-being and/or to enhance other learning goals. Consumers will be supported in enrolling and attending a community college. Assistance in procuring financial aid, meeting necessary admission requirements, engaging in required assessment testing, becoming acquainted with and signed up for campus Disability Services Program, training in necessary library, computer, and study skills, support in participation in campus groups and activities, daily support check-ins with staff and peers, and community services are included in the supports and services provided for in the educational component.

- Students are expected to seriously approach their academic efforts, and must maintain the required academic attendance and work requirements.
- Students are expected to pass classes on their own while being supported by Futures in using generic academic support resources, such as tutors, computer labs, etc. in order to complete their academic work.

**Vocational Component:** Work skills are taught in natural community-based employment settings. Consumers will be given opportunities to be active community volunteers or to be in paid work opportunities. Access to mobility training, volunteer work, computer and internet training and use, a community college program, and community services are included in the supports and services provided for employment training.

Our vocational component includes the following:

- Evaluation and Instruction
- Communication and Interpersonal Skill Development
- Appropriate Work Behavior and Practices
- Job Exploration
- Situational Assessments
- Mobility Training
- Employment (including Job Development, Job Coaching and Career Planning)

**Self-Help/Social Skills Component:** Social integration training includes receptive and expressive communication, interpersonal skills, sexual appropriateness, social relationship building, problem solving, recreation and leisure activities and emotional maturity. Behaviors considered inappropriate for the specific
environment will be addressed on an individual basis. Individualized behavior strategies will be developed if necessary.

Community Integration Component: The instructors use every opportunity for learning to occur in the community. Our goal is that consumers understand the community and that their behavior needs to be within its acceptable “norms”. They are taught how to follow laws as any other citizen. We access the community for field trips, for routine shopping such as buying supplies for the agency by visiting restaurants and coffee shops, by attending community events or walking to see a local tulip garden.

Consumer choice will determine community integration. The skills to be developed include but are not limited to: street safety; appropriate social skills in the community; self-protection; awareness of public transportation; the development of natural supports reflecting the diversity of the neighborhood and community. Specific training objectives may be established based on individualized assessment.

Self-Advocacy Component: Assertiveness/self advocacy training will utilize a format of direct instruction, modeling and role-playing with instructional procedure guided by group and individual needs. Access to communication support, emotional support, financial management skills, self-determination preparation and participation, health and safety preparation, and community services are included in the support and services provided for self-advocacy.

Training will include skills needed for increased independence and offer opportunities to share common problems and solutions to the challenges of the community environment.

Consumers will be encouraged to identify interests, make informed choices and decisions, understand personal rights and avoid exploitation.

General Information and Requirements

Location of Service: Our services take place in a variety of settings. The primary location will be at local community college sites; however, depending on vocational desires and non-school activities, the program will be active in the community. We have identified American River College as a starting point for the program; however, the program will be extended to other community colleges in the area over time. Ideally, students will be involved in a college in their own community.

Consumer Attendance Policy: Consumers are encouraged to attend the program every day unless they are ill or on prearranged vacation (during non-school times). Consumers must continue to meet college requirements for attendance, in order to maintain their eligibility for the college and therefore this service. Planned absences should be scheduled with the Program Coordinator. The Program Coordinator will review attendance and communicate with the consumer’s home or board-and-care, if absences are excessive. The Regional Center’s Service Coordinator will be notified on or before the 5th day of a consumers’ unscheduled absence. Consumers are required to utilize Futures services at least 18 hours/week.

Staffing Ratio: The Community College Transition program is designed to be provided at an overall 1:3 staff to consumer ratio. The staff to consumer ratio shall be sufficient to protect the health and safety of the consumer. Consumers needing greater support, due to personal care needs, may be eligible for the program if the necessary supports can be provided.

Staff Training Plan: Futures Explored conducts ongoing trainings to benefit new employees as well as veteran staff.

Level I Training- Initial:
FUTURES EXPLORED, INC.

PROGRAM DESIGN

Community College Transition Program (1:3)

* Staff Training Binder for new employees: To be given to employee upon hire to keep until employment ends. Includes: Employee Handbook (Personnel Policies), Policies, Procedures, & Information Manual, Health Benefits information, Retirement Benefits information, Other Employee Benefits information, Agency Information & Forms, and other Training Material, including the “Mandate to Report Abuse of a Dependent Adult” packet, and the developmental disabilities service delivery system of the state and of the agency.

* Program Training Binder for new and existing employees: This handbook is tailored for each individual department. To be given to employees to read and sign off on. Stays in administrator’s office, and is updated as needed. When someone comes across a document that they plan to add to their program training handbook and they think it would be useful to others, they should forward it to the Administrative Director for distribution.

* Staff Training Checklist for new employees: (Appendix N) Page 1 of this document will be covered by the Administrative Director, who will then forward the checklist to the employee’s supervisor. The supervisor will cover Page 2 of this document. When the checklist is complete, the supervisor will return the checklist to the Administrative Director for the employee’s personnel file. The entire checklist should be completed no later than 6 weeks after the employee’s start date, however, the sections of “Health and Safety” and “Program Etiquette” of the “Departmental” Staff Training Checklist as well as the “Coaching/Training” section of the “Supported Employment/VTE” Staff Training Checklist will no later than 2 weeks after the employee’s start date.

Upon hire, new employees are given information about their new position, payroll policies and procedures, leave policies and procedures, employee benefits, personnel policies and information, agency overview, and other information as outlined on the “Staff Training Checklist - Administrative”.

Within 30 days of start, the employee is required to watch the California Department of Justice video, “Your Legal Duty… Reporting Elder and Dependent Adult Abuse”.

Within 6 weeks of start, the employee is trained on the second part of the Staff Training Checklist by his/her supervisor as outlined on the “Staff Training Checklist - Departmental”. Areas include administrative policies and procedures, health awareness, health and safety, program etiquette (including rights of persons with disabilities), consumer rights, consumer activities, reporting requirements (including abuse reporting and special incident reporting), travel procedures, communication and devices, required reading, consumer awareness, and additional trainings (including reporting abuse video). Tours of all program locations are also given.

* Staff Training Class for new employees: ½ day In-Service Quarterly: March, June, September, December. This class is mandatory for new employees, optional for anyone who wants an update or a refresher on agency topics, and is held quarterly. Topics will include overviews of Futures Explored, the California State System, the Consumer System, How You Can Help, and a Question & Answer time. This class is intended to fill in the broader aspects of working for Futures that aren’t covered in the day-to-day training.

Employees fill out Staff Training Class Evaluations at the end of class to give their feedback on the effectiveness of the training, and what types of training they would like offered in the future. Information is used by the Staff Training Committee and the management staff in planning.

* Staff Training Calendar for new and existing employees: Schedule of various trainings including First Aid, CPR, Orientation, Technology, Red Cross Modules, Weekly Staff Meetings, Monthly In-Services.

In addition, weekly staff meetings and monthly in-services are held, while off-site trainings are offered to enrich each employee’s training. In-service opportunities include using local resources as well as the programs of the Regional Center’s Training Consortium and those of the Mt. Diablo School District aide training program. Unique to the CCTP program are trainings in the areas of cerebral palsy, the college component, the restricted health component, the local bus system, adaptive and assistive devices, the Disability Services Program, and feeding and communication techniques.
Level II Training - Ongoing:

* Minimum Training of 2 Hours per Quarter on a Topic that Individuals Report in on for new and existing employees: Level II Trainings are not an experience only, but more of a concrete training. Trainings will consist of: books, online training, community training, in-services, conferences, seminars, provider meetings (DD Council, PVAC, etc.), and training curriculum.

Staff training resources include internet and computer training and use, our web-site and slide show, tours, videos, manuals, hands-on trainings, and outside instruction both on-site and off-site. The Staff Training Committee maintains a list of training resources on the agency website. Directors and Coordinators solicit staff suggestions and feedback on topics and resources.

After training, the employee fills in his/her Staff Training Log and the supervisor determines dissemination of material. If the training takes place outside of the agency, the employee also completes the Outservice/Training Report. Trainings to be listed on the Staff Training Log: inservices, online training (except CDS), community training (including RCEB, Agnews), conferences, seminars, provider meetings (DD Council, PVAC, etc.), books, and/or training curriculum. Staff Training Logs are due at the end of each calendar year. Outservice/Training Reports come to Futures right after the training. If an employee transfers to another department/site, their Staff Training Log must be forwarded to their new supervisor by their former supervisor.

* First Aid & CPR Training for new and existing employees: First Aid and CPR trainings are held by Futures staff who is Certified Instructors of the American Red Cross.

If a staff person is unable to attend his/her scheduled First Aid and/or CPR training due to staff coverage issues or leave, then they must either: a) Request to attend the next scheduled class (with supervisor approval and based on availability); or b) Become certified outside of Futures at their own expense and on their own time.

* Staff-in-Charge Training for new supervisors: Topics include Licensing, Personnel, Workers’ Compensation Procedures, and Health & Safety.

* California AB 1825 Sexual Harassment Prevention for Supervisors for new supervisors and ongoing training: An explanation of relevant federal and California law regarding sexual harassment and practical guidance and information regarding how the law applies in the workplace.

Staff Assignments: During direct service hours, direct care staff shall not be assigned other duties than those described below:

- Implementing program training curriculum;
- Delivering individual and group training opportunities to assist each participant in achieving his/her IPP and ISP objectives;
- Maintaining data pertaining to participant progress; and
- Participating in consumer assessment, planning, and evaluation processes.

Position Descriptions: (See Appendix B for Position Descriptions) All Position Descriptions, including Program Coordinator, CCTP Instructor, and Administrative Assistant may be found on the Staff Pages on our website, www.futures-explored.org.

Direct Service Operating Hours: The Community College Transition Program follows the community college schedule for course work, but offers other activities and options when college is on break. The program is typically 5 days a week for approximately 6 hours a day.

Entrance/Intake and Exit Criteria
Entrance Criteria: The consumer:

1. Is over the age of 18 with a high school diploma;
2. Typically, the individuals in this program are between 18 and 30, however, the community college system provides all adults the opportunity to expand their knowledge;
3. Has a desire to attend a Community College;
4. Is able to be mobility trained;
5. Is committed to living independently;
6. Is able to participate in the full range of services;
7. Has the full support of family and/or care provider;
8. Exhibits no behaviors that would disrupt classes;
9. Is able to handle personal care with minimal staff support.

Intake Process: Usually, an application for admission to program is sent when an inquiry is made by or on behalf of a prospective consumer. Upon receipt of the completed application and supporting documentation, the individual is invited to an interview or meeting with the Program Coordinator. A major consideration at that point is the demonstration of the desire to explore new horizons and to become as independent as possible.

1. A phone call is received from the referral source.
2. A meeting with the program coordinator is set up. Guest(s) are presented with a slide show, given a tour of the community college site, if in session and given a brochure. A description of the services and entry requirements for all programs is also available. Prospective consumer and/or family members are consulted as to what they would like to accomplish and where they would most benefit in the program.
3. After the meeting, information is collected and a complimentary formal interview/evaluation is set up.
4. The prospective consumer’s referral information packet is requested from Regional Center, including:
   - Current medical evaluation (within past 12 months)
   - Current psychological evaluation (within past 5 years)
   - Current IPP
   - Most recent Individual Education Plan (required to enroll and gain Disability Services Program Support)
   - Previous program/work history
   - Social history
5. Interview/Evaluation is conducted.
   - Ideally, the prospective consumer should experience a typical day at the community college, including classes and other campus activities, if feasible. Staff will observe and note in the following areas:
     - Ability to follow instructions
     - Ability to stay on task
     - Initiative and productivity
     - Physical coordination and endurance
     - Communication skills
     - Socialization skills
     - Grooming and hygiene
     - Safety awareness
Community College Transition Program (1:3)

- Behavior issues
- Flexibility to change
- Ability to stay with group in community
- Ability to execute self care needs

- Observations are made during both classes and supervised breaks/lunches.

6. After the evaluation, the program staff will discuss the candidate and his/her readiness and family support to be successful at the college. If the consumer is determined to be inappropriate at this time, the management staff will talk with the Regional Center Case manager, the consumer and the family to help recommend alternative placements. If consumer needs significant aid in self care, the management staff will discuss options for support with the Regional Center Case manager.

7. A prospective consumer from the waiting list is selected when an opening is beneficial for that consumer. The analyzing of our program’s current instructor-to-consumer ratio and distribution of challenging behaviors is one consideration, which determines if an opening is beneficial for prospective consumer.

8. If a consumer is going to be admitted into the program, they must complete a program application and submit it to the program, once received program staff will request the appropriate Purchase of Service authorization from the Regional Center, so that an official start date can be established. The timing of when an individual starts is predicated by the community college calendar, including summer, fall and spring schedules, starting before a particular academic session starts is preferred, so that the consumer can be travel trained, learn the campus, begin to develop relationships with peers, etc.

9. When the funding source finishes its process, program receives a start date.

10. The new consumer, the referral source, and significant others (if applicable) are called to arrange a start date.

11. The new consumer begins program and orientation process.

**Admission Agreement:** (See Appendix C) Every consumer has to review and sign the Admission Agreement. The Admission process includes the review of the Consumer Rights Handbook, Grievance procedures, etc.

- Rights of the developmentally disabled are reviewed and advocacy training is an ongoing instructional service.
- Notification is given to family and other appropriate person/agency of the participant’s needs.
- Consumers are worked with to ensure they have the ability to communicate in the community, either through locating community pay phones, or their own personal cell phone.

All consumers must have, prior to admission, or within 30 days of admission, a current written medical assessment performed by a licensed physician which is no more than one year old. The assessment must include the following information:

- A record of any infectious or contagious diseases which would preclude care of the person by program staff.
- A test for tuberculosis.
- Identification of the consumer’s special problems and needs.
- Identification of any prescribed medications being taken by the consumer.
- Physician orders are required for any treatments (medication, formula, etc.) administered by program staff.
- Statement from the doctor stating the consumer may administer his/her own medication and knows when to take it;
- Mobility status.
All consumers must have a new medical assessment each year from the date of admission. The consumer will be notified as to the date of expiration by the program staff. The cost of the medical assessment is to be borne by the consumer.

Consumers should not display behavior that may be harmful to themselves or others and should not have medical condition which precludes regular participation in the program.

Regular attendance based on agreement between the consumer, his/her case manager and the Program Coordinator is required:

* Futures Explored will notify the Regional Center on or before the consumer’s fifth (5) consecutive day of unplanned or non-medical absence.
* Program staff will re-evaluate on the fifth (5) consecutive day of unplanned or non-medical absence the consumer’s status in the program.

**Assessments:** A reassessment shall be completed for each consumer once a year to assure the accuracy of the assessment and appropriateness of the individual plan of care and to document significant occurrences which result in changes in the consumer’s physical or mental functioning. Barriers to service will be discussed as well as ways to mitigate these barriers if possible. Various sources including generic community resources, Alta Regional Center Service Coordinator, and family members will be utilized to develop plans relating to mitigating barriers.

**Family Participation Policy:** As appropriate, family and members of the community are encouraged to participate in social activities, such as attending drama productions, specific projects, trips, etc. An open-door policy exists for facility site visits. Please advise the staff in advance of expected facility visits as the consumers may be out in the community with activities.

**Payment for Services:** Payment for services is made on a monthly arrears basis. The consumer is approved by the Regional Center which approves the daily rate to be charged to the consumer. A “Purchase of Service” must be on file before the consumer may start attending the day program. Regional Center can provide funding for mobility training.

**Refund Policy:** Is not applicable.

**Cash/Valuables:** Futures Explored will not be responsible for any cash resources, valuables or personal property brought onto the campus or into the community. Bringing personal items, not necessary for campus life, is discouraged and is done at the consumer’s risk. Futures Explored is NOT responsible for loss or theft.

**Rights of the Licensing Agency:** The community college transition program is a 100% community based service and therefore is not licensed by community care licensing. The consumers and their families need to be aware that this program comes with the natural risks that anyone has when out in the community, as opposed to a sheltered, segregated, site-based environment.

**Consumer Handbook:** (See Appendix D) The Consumer Handbook describes the program and its policies. By signing below, and the separate Handbook Agreement, the individual acknowledges that he/she has read or has had the Handbook read to them and agrees to comply with the program’s policies.

Any questions regarding this admission agreement or the handbook and its contents should be addressed to the Program Coordinator or the Executive Director of Futures Explored, Inc.

**Agreement:** I, (Consumer Name), will:
1. Cooperate with the general policies of the program that make it possible for the staff and consumer to work together.

2. Not bring medications into the facility without the knowledge of the Program Coordinator.

3. Not be destructive of the property of the college or other consumers.

4. Provide a minimum of two (2) weeks’ notice when leaving program unless the consumer’s physical/mental condition prevents it.

The signature of the Consumer and/or Authorized Representative below indicated that he/she has read or has had read to them this agreement and that this agreement has been explained in full to him/her; and that the signature below is signed voluntarily.

**Individual Program Plan Objectives:** The information provided at the time of the initial interview is key to knowing the applicant’s goals, interests and desires. Family members and case managers are invited to the interview, if the applicant wishes, to provide further understanding of the applicant’s skills and strengths. Assessments and reports from school and other programs are helpful to learn areas of interest as well as strengths and weaknesses.

Information about the objectives contained in the most recent IPP is necessary at this time, because an individual service plan is developed within 30 days of admission. The plan might include plans for further assessments such as a review by the non-oral panel for communication purposes or by an occupational therapist to help with positioning and wheelchair seating.

IPP objectives are reviewed with the consumer every six months and a written report is sent to the case manager describing the consumer's progress or barriers to progress and plans to overcome such barriers, and stating whether or not the program can continue to meet the consumer's needs.

**Individual Service Plan Documentation:** (See Appendix E) Targeted objectives shall be determined by consumer need and choice, assessment data, observation and case note documentation. Data collection takes place daily on the ISP form. Monthly, these totals are compiled on the computer, providing data month to month. Consumer’s needs, choices and input will be included in the case notes.

The initial ISP shall be developed within the first 90 days of placement in the program. The consumer’s ISP will be reviewed semi-annually to determine performance and progress in meeting ISP objectives. Progress will be discussed with consumer at the end of each month. At any time, the consumer and instructor may determine that a goal has been met, at which point the ISP will be adjusted and case management will be notified. Progress will also be reviewed with the interdisciplinary team at the annual meeting.

A record of each consumer’s goals, objectives and/or written notes are kept daily in the consumer’s binder in the form of progress notes and the ISP data tracking sheet, in support of the Progress Notes Summary and the Individual Service Plan.
Futures Explored shall notify the family/care provider and/or physician of any significant changes in the consumer’s physical, emotional, or cognitive condition, as allowed by HIPAA federal regulations.

**Program Participants Files:** (See Appendix F) Shall maintain individual information and records as confidential documents. An individual case file for each participant admitted to the program shall include:

1. The most current copies of:
   - Names, addresses and telephone numbers of: individual, residential care provider, relatives, guardian, conservator, physician, dentist, other medical and mental health providers (if any), and pharmacy, and health plan information if appropriate.
2. A medical history which includes:
   • Current medications and side effects;
   • Known allergies;
   • Medical disabilities;
   • Infectious, contagious or communicable conditions;
   • Special nutritional needs; and
   • Immunization records.

3. Any individual medical, psychological, and social evaluations identifying the individual's ability and functioning level, which shall be supplied by the Regional Center;

4. Authorization for emergency medical treatment (except from those consumers who have submitted a statement that they adhere to a religious faith practicing healing by prayer or other spiritual means);

5. Documentation that the individual and/or the authorized individual representative has been informed of his/her personal rights;

6. The IPP as prepared and forwarded by the Regional Center;

7. Individual IPP documentation as required by section 56720 of these regulations.

8. All copies of:
   • Special incident reports, if any;
   • Case notes reflecting important events or information not documented elsewhere;
   • Data collected that measures individual progress in relation to his/her ISP objectives; and
   • Documentation of reviews conducted, including summaries of the data collection that indicate individual performance and progress toward individual outcomes for which the vendor is responsible.

9. Documentation of attempts to obtain required information not contained in the individual record.

Exit Criteria: (Appendix D, page 9-10) That the program may no longer meet the consumer’s needs is indicated when the consumer:

   • Cannot be maintained in the current staff-to-client ratio; needs staff-to-client ratio level of 1:1
   • Wishes to leave program
   • Moves into Supported Employment or one of our other programs
   • Leaves area
   • Exhibits excessive, unexcused absenteeism
   • Is a threat to health and safety of others
   • Program cannot serve the consumer in fulfilling Individual Program Plan goals
   • Health issues render the program ineffective for the consumer
   • Fails to maintain college-required minimum grade point average;
   • Fails to attend enrolled classes

Demitting Procedures: When Futures Explored proposes to terminate an individual's placement in the program (other than when continued participation would jeopardize the individual's or others' health and safety, individual requests to leave the program for any reason, or individual can no longer attend the program due to an unanticipated change in residence), a 30 day notice shall be given to a consumer and his/her family and care providers. Such notice shall include a written statement of reasons for the termination.

   • If a person served needs services that are not available through the organization, the individual’s service coordinator is notified to find services.
The records of each person who has been referred to other agencies for additional or concurrent services is handled by the Regional Center.

Information and/or materials to be transmitted to other individuals or agencies are requested through the inquiring agency in written form with an authorization attached. If an authorization is not attached, Futures will request one.

Persons served, program representatives, and necessary others meet (when possible) to begin discharge report. The form used is the discharge / follow-up report.

**Records:** Records pertaining to the individual shall be stored at the Administrative site in a secure and locked place, which shall be readily accessible to the program administrators. Futures Explored is authorized to keep pertinent individual data, including, but not limited to, emergency telephone numbers, important medical data, current IPP objectives, and data collection sheets with the individual when the individual is participating in an activity or training at a secure location such as a locked locker which is away from the day program's central filing area.

The individual case file shall be retained for five years following the individual's termination from the program.

After obtaining the signed release of information forms from the individual and conservator(s), if necessary, departmental directors may grant their staff access to confidential individual documents on a case-by-case basis. Staff who remove files are required to return them on the same day they were removed and refrain from leaving them where unauthorized individuals could read them. Staff is prohibited from discussing information found in the case files, unless the discussion occurs for a professional purpose. All California Welfare and Institutions Code restrictions regarding individual information must be met. At all times primary consideration must be given to protecting the security and privacy of our individuals' files.

Access to these records is limited to the professional staff providing direct service to the persons being served. If any other person or agency that is currently providing services to our individual's requests this type of information, the individual will be informed of the request and will determine if s/he wants Futures to release the information to the agency requesting it. The signed approval form with a list of the released documents will be kept in the individual's file.

**Medications:** All individual medications must be brought in labeled containers indicating name, name of medication, time it is to be taken, and dosage. Consumers are responsible to have medication with them and to take it at the proper time. Medication cannot be administered by any staff member, without a specific plan in place to ensure that medication is taken safely and appropriately. Individual must notify the Program Coordinator if there is any change in medications or dosage.

**Program Evaluation:** (See Appendix G) An annual written self-evaluation will be conducted by August 31st of every year to determine Futures Explored's effectiveness in meeting program goals and consumer IPP objectives. This report is available to all consumers, their families, the Regional Center, and the general public on our website, www.futures-explored.org.

1. The purpose of the evaluation is to provide accountability to the agency administration, Board of Directors, and the Regional Center as vendorizing agent. Further, the evaluation is a means of communication with the consumers and their families as well as other interested parties. Finally, the evaluation will be used for staff training to provide for a strong program.

2. The type of data collected and used will include:
   a. The measurement used to determine program effectiveness;
b. The percentage of achievement of program outcomes, especially in the areas of community integration and self-advocacy; and

c. A summary report identifying barriers to individual success and identification of changes needed to support individual success in achievement of objectives.

3. Information about achievement of individual consumer IPP objectives will be gathered twice annually. Other data will be gathered annually.

4. The written evaluation will be shared with the agency staff, Board of Directors, and the Regional Center. Recommendations will be acted upon and, where needed, corrections will be made.

3. The Futures Explored administration is familiar with this evaluation format and deems it a helpful tool for management by objectives.

**Individual Grievance Procedure:** (See page 15 of Appendix D) A five-step grievance procedure for individuals is outlined in the Consumer Handbook. If an individual has a grievance with a staff member, s/he and their ID Team, if applicable, are urged to discuss it informally with that person. If the grievance is not resolved at that level, the individual and ID Team may move through several successive steps to resolve it, including bringing the grievance to that staff member’s supervisor, the Program Director, the Executive Director and, finally, the Executive Committee of the Board of Directors.

**Change in Service Notification:** When modifications are made to the program design which constitutes a change in the type of services provided, Futures Explored, Inc. will, at least 30 days prior to the change, notify in writing the individuals or their authorized representatives, and submit to the vending Regional Center a revised program design.

**Special Incident Reporting Procedure:** (See Appendix H) A “Special Incident” is defined as death, attempted suicide, serious bodily injury, accidents involving individuals, unauthorized/unexplained absence from day program lasting more than 4 days, incidents involving probable legal action, alleged/suspected criminal acts by or upon individuals or employees, alleged or suspected abuse or neglect of individuals, complaints from family or interested person about individual’s health, safety or treatment in day program, or any action which might become newsworthy or initiate a lawsuit or adverse community reaction.

The procedure for reporting any of the above is as follows:

1. The staff-person(s) serving the individual(s) involved is mandated to fill out:
   a. “Unusual Incident/Injury Report LIC 624” and send it to Regional Center’s service coordinator.

   * These forms are to be completed and sent within 24 hours of the incident. *

2. In case of abuse or suspected abuse, a second form is filled out:
   b. Along with this form, the staff-person calls Adult Protective Services.

3. Employee verbally informs immediate supervisor or Staff-In-Charge.

4. Supervisor notifies Executive Director and verbally informs service coordinator, parent/guardian, and/or whoever else is deemed necessary.

5. ISP is documented as follows: “Special Incident Report; see individual file: Date:”

6. Copy of each report must be put into the individual file in the Correspondence section. No other copies are kept anywhere else due to confidentiality.

Employees of Futures Explored, Inc. are required to sign the following statement: “Any employee of Futures Explored, Inc. who in his/her personal capacity or within the scope of his/her employment, either has actual knowledge that a dependent adult has been a victim of physical abuse, or observes a physical injury to a
dependent adult under circumstances that are consistent with physical abuse, or where the developmentally
disabled adult’s statements or other corroborating evidence indicate that abuse has occurred, shall contact the
county adult protective services agency, or a local law enforcement agency immediately or as soon as possible
by telephone, and shall prepare and send a written report within 36 hours."

**Consumer Urgent Care Plan:** If a consumer appears to be ill or states that s/he doesn’t feel well, the care
provider/emergency contact must be called for immediate pick up of the consumer from the program. If none
of the emergency contacts can be reached right away, the consumer is to lie down on the cot so that s/he is as
comfortable as possible until pick up. These procedures are to be used in non-emergency cases (e.g. cold and
flu symptoms, intestinal or stomach upsets, etc.).

In case of emergency, 911 will be called.

If a consumer needs non-emergency medical attention, staff may transport the consumer ONLY with the
authorization of a Director or Coordinator. Such transportation MUST be approved by a Director or
Coordinator BEFORE such transportation takes place. Voicemail messaging is NOT sufficient. Transportation
must be coordinated with the care provider/emergency contact, unless the care provider/emergency contact
cannot be reached.

Consumers who are injured in a work-related incident when employed by Futures Explored will be referred to
the closest Kaiser Occupational Health Center, our occupational physicians for medical treatment. All workers’
comp procedures must be followed.

If 911 is called, staff will assist the emergency responders by providing support, information and, if necessary,
communication support with the injured individual. Staff are responsible for the other individuals we support,
so if they are appropriately supervised and the staff has talked with a supervisor and it is determined that it is in
the best interest of the injured individual, the staff may be directed to ride with the consumer to the hospital.

If the emergency personnel need information, and staff do not have it with them, they must call the agency to
get an administrator’s assistance.

All staff should completely follow the orders of the Staff-in-Charge. He/she will use one’s best judgment, and
will send for other back-up staff if necessary. The Staff-in-Charge should appoint one person as runner to get
others or items as necessary.

The remaining staff should keep the program running as normally as possible, letting the consumers know that
the situation is being handled, to keep calm, and return to work. Staff should be with the other consumers, not
with each other.

In the event of an accident or medical emergency, the closest Staff-in-Charge should be notified immediately.
Any consumer or employee is responsible to let someone in charge know of an incident right away so that the
proper procedure can be initiated.

The Staff-in-Charge should refer immediately to the “Staff-in-Charge Emergency Procedures” which follows
and is also posted on the Staff Bulletin Board.

If the accident happens away from an agency site, the person in charge must call the agency or their supervisor
to find out what action to take (if time permits). **In the event of an emergency, call 911.**

Staff-in-Charge will make the decision to:

- Handle the injury in-house,
- Send the consumer or staff person to our occupational physician, OR
- Call 911.

Any staff leaving the agency on a field trip must take the medical packet and an emergency backpack.
First Aid kits are available in both buildings at Futures, at Nifty Thrift, at all ALIVE sites, at all GARDEN sites, at all enclave sites, at VTE, and in all vehicles owned by Futures.

Any medical situations or treatment shall be recorded on the consumer’s ISP form.

**Emergency and Evacuation Plan:** Please see attached Emergency Disaster Plan (Appendix I) for Community Care Facilities and Facility Sketch Floor Plans, which includes Staff Assignments During an Emergency, Emergency Names and Telephone Numbers, Facility Exit Locations, Temporary Relocation Sites, Utility Shut-off Locations, First Aid Kit Locations, Equipment Locations, and Affirmation Statement.

The Emergency Disaster Plan is updated annually and as needed, and is posted by all exits of the facility.

**Quality Assurance Plan:** Please see attached Quality Assurance Plan, which includes Consumer Assessment (Appendix J), Annual ISP Meetings (Appendix K), Consumer Case Records (Appendix L) and Program Quality Review (Appendix G, pages 1-2), Outcomes Management System (Appendix G, pages 3-7), and Health and Safety Inspections (Appendix M).
Appendix A: Sample Weekly Schedules

These schedules will vary depending on individual desires and abilities as well as class, job, and activity opportunities.

The following is a sample schedule for someone whose focus is purely academic.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Math class</td>
<td>Computer class</td>
<td>Math Class</td>
<td>Computer Class</td>
<td>Math Class</td>
</tr>
<tr>
<td>10:00</td>
<td>Math Tutoring</td>
<td>Math Lab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Writing class</td>
<td>Writing Tutor</td>
<td>Writing Class</td>
<td>Homework/Study Skills</td>
<td>Writing Class</td>
</tr>
<tr>
<td>2:00</td>
<td>Study Skills/Homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following is a sample schedule for someone whose focus is on less academic classes, but still committed to being involved in the community college campus.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Adaptive PE</td>
<td>Music class</td>
<td>Adaptive PE</td>
<td>Music Class</td>
<td>Adaptive PE</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
<td>Daily check-in/support group</td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following is a sample schedule of someone whose focus is on attending college as well as working.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Welding class</td>
<td>Welding class</td>
<td>Welding class</td>
<td>Welding Class</td>
<td>Welding Class</td>
</tr>
<tr>
<td>10:00</td>
<td>Office Hours for Welding</td>
<td>Tutoring</td>
<td>Tutoring</td>
<td>Tutoring</td>
<td>Tutoring</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>Community Paid work</td>
<td>Community Paid Work</td>
<td>Community Paid Work</td>
<td>Volunteer work</td>
<td>Volunteer work</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>