

File ID Number	19-1172
Introduction Date	6/12/19
Enactment Number	19-0952
Enactment Date	6/12/19 lf
By	



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

June 12, 2019

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Neena Bawa, Special Education Department
David Cammarata, Special Education Department

Subject: **Grant Award - WorkAbility I Grant (Project No. 088-03) - Fiscal Year 2019-2020 - Special Education Department**

ACTION REQUESTED:

Approval and acceptance by the Board of Education of a Grant Award, from the California Department of Education, for Workability I Grant (Project No. 088-03), in the amount of 318,419.00, to provide instructional services and support for employment and post-secondary education for students of the District's SELPA, for fiscal year 2019-2020, pursuant to terms and conditions thereof, if any.

BACKGROUND:

WorkAbility I Grant award notification received for OUSD schools for the 2019-2020 fiscal year. The Grant Face Sheet, grant award notification letter and final budget are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
19-1172	X	Grant	Oakland Unified School District for High Schools/ Transition Programs: Young Adult Program (CIP/CMP), Castlemont, Dewey, Fremont, Life Academy, McClymonds, MetWest, Oakland High, Oakland Technical, Skyline, Rudsdale./ Sojourner Truth Middle Schools: Bret Harte, Frick, Montera, Roosevelt, West Oakland, United for Success, Coliseum College Preparatory Academy.	The Grant provides funding to the Programs for Exceptional Children Department to provide instructional services and support for employment and post-secondary education transition.	July 1, 2019 through June 30, 2020	California Department of Education	\$318,420.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Accept WorkAbility I Grant award for OUSD sites and assess their contribution to sustained student achievement
- Identify additional fiscal resources provided for program success

OUSD received a Grant Face Sheet and WorkAbility I grant award notification letter for the program listed in the chart by the Programs for Exceptional Children Department.

FISCAL IMPACT:

The total amount of grant that will be provided to OUSD schools from the funder.

- Grant valued at: \$318,420.00

RECOMMENDATION:

Approval by the Board of Education of a Grant Award for OUSD schools for fiscal year 2019-20, pursuant to the terms and conditions thereof, if any.

ATTACHMENTS:

- Grant Face Sheet
- Grant Award Notification
- Statement of Assurances, WorkAbility I, 2019-2020
- Grant Application, 2019-2020

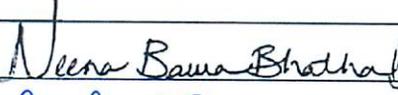
OUSD Grants Management Face Sheet

Title of Grant: Workability 1 Project (088-03)	Funding Cycle Dates: July 1, 2019 – June 30, 2020
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Neena Bawa, Executive Director, Special Education Oakland Unified School District 1011 Union Street Oakland, CA 94607 Neena.Bawa@ousd.org 510-879-8176	Grant Amount for Full Funding Cycle: \$318,420.00
Funding Agency: Penny Cobb, Associate Governmental Program Analyst California Department of Education Special Education Division 1430 N Street, Room 2401 Sacramento, CA 95814 916-445-4613	Grant Focus: Employment and transition support services
List all School(s) or Department(s) to be Served: High Schools/ Transition Programs: Young Adult Program (CIP/CMP), Castlemont, Dewey, Fremont, Life Academy, McClymonds, MetWest, Oakland High, Oakland Technical, Skyline, Rudsdale,/ Sojourner Truth Middle Schools: Bret Harte, Frick, Montera, Roosevelt, West Oakland, United for Success, Coliseum College Preparatory Academy	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	This grant provides resources and personnel support to integrate work-readiness skills in the curriculum, conduct career/ vocational assessments and pre-vocational training workshops, and develop employment opportunities for students.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 3.25% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Program activities are centered on an Array of Services consistent with the California Education Code. All students served are recorded in the CDE Workability 1 database system, indicating services received, and work placements provided for the school year. Teachers are informed of these career awareness and employment development activities, which may be recorded in each student's IEP and, more specifically, Individual Transition Plan. WA1 also conducts a follow-up study for those students who have exited the District to record their transition outcomes and provide referrals for additional services as needed.
Does the grant require any resources from the school(s) or district? If so, describe.	Office/ classroom space for staff, technology resources to complete data input, office equipment, access to student records (AERIES/ SEIS), teacher participation and collaboration to connect with students and parents/ families, and to assist students in completing job-readiness activities and assignments.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 3.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	Yes, students engage in community-based instruction, study tours, college and community agency visits, off-campus employment, and job-readiness workshop activities to complete the array of services required by the grant.

Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	David Cammarata, Coordinator Department of Special Education Oakland Unified School District 1011 Union St Oakland, Ca 94607 510-879-8124 david.cammarata@ousd.org
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Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Neena Bawa		5/20/19
Department Head (e.g. for school day programs or for eLearning and student support activities)	Sondra Aguilera		5/21/19

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer			
Superintendent	Kyla Johnson-Trammell		


 _____ 6/13/19
 Aimee Eng, President
 Board of Education


 _____ 6/13/19
 Kyla Johnson-Trammell, Secretary
 Board of Education

File ID Number: 19-1172
 Introduction Date: 6/12/19
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Grant Award Notification

GRANTEE NAME AND ADDRESS Oakland Unified School District 1000 Broadway, Suite 680 Oakland, CA 94607-4099	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
	18	23011	61259	A1
Attention Kyla Johnson-Trammell, Superintendent	STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office WorkAbility I Site 088	Resource Code	Revenue Object Code		01
Telephone 510-434-7790	6520	8590		INDEX
Name of Grant Program 2018-19 WorkAbility I Program				0663

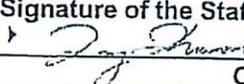
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	\$318,420		\$318,420		7/01/2018	6/30/2019
CFDA Number	Federal Grant Number	Federal Grant Name		Federal Agency		

I am pleased to inform you that you have been funded for the WorkAbility I Program.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Penny Cobb, Associate Governmental Program Analyst
 Teaching and Learning Support Branch
 Special Education Division, Programs and Partnerships Unit
 California Department of Education
 1430 N Street, Room 2401
 Sacramento, CA 95814-5901

California Department of Education Contact Nicolas Wavrin		Job Title Education Programs Consultant
Email Address NWavrin@cde.ca.gov		Telephone 916-327-3932
Signature of the State Superintendent of Public Instruction or Designee 		Date March 27, 2019
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS		
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.		
Printed Name of Authorized Agent Kyla Johnson-Trammell		Title Superintendent
Email Address Kyla.Johnson@ousd.org		Telephone 510.879.8200
Signature 		Date

Grant Award Notification (Continued)

1. **General Assurances** are hereby incorporated by reference. The California Department of Education (CDE) has agreed to accept the assurances your agency currently provides in the Consolidated Application. The CDE will verify if your agency has submitted required certifications and assurances on the CDE Request for Applications web page at <https://www.cde.ca.gov/fg/aa/co/ca18fa.asp> prior to initial grant award payment.
2. **Note to Nonpublic Schools (NPS):** The CDE has agreed to accept the signed Drug-Free Workplace Certification your agency currently provides with the end-of-year renewal application. The CDE will verify your agency has submitted the required certification prior to initial grant award payment.
3. The grantee must sign and complete the Certification of Acceptance of Grant Requirements section of the Grant Award Notification (AO-400), which certifies the grantee accepts and agrees to the conditions of the grant. The grantee must return the signed AO-400 to the CDE. Upon receipt, an initial payment will be issued to your County Treasurer or agency. All approved project funds must be expended within the designated award period.
4. The use of grant funds must be used to implement the WorkAbility I (WAI) Program as indicated in the project plan.
5. Projects must have representation by their WAI Program project staff at two region and one state required meeting per year.
6. If a project receives committee funds, then attendance by committee members is required at up to four committee meetings per year.
7. The grantee must maintain expenditure reports with supporting evidence and be prepared to submit them to the CDE upon request. The CDE has the authority to conduct program and fiscal reviews or audits.
8. The grantee must submit to the CDE an **Interim Expenditure Report** no later than **February 27, 2019**, for reporting actual expenditures from **July 1, 2018, through December 31, 2018**. If reported interim expenditures are less than the initial payment, then the scheduled interim payment will be reduced proportionately.
9. The grantee must submit to the CDE a **Final Expenditure Report** no later than **August 1, 2019**. Upon receipt of the Final Expenditure Report, up to 100 percent of the grant total will be reimbursed. Failure to submit the Final Expenditure Report prior to next year's state grant award issuance will affect next year's payment.
10. Under authority of the CDE, if the agency is identified as noncompliant, special conditions will be imposed. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. Those agencies with sanctions will receive notification of special conditions. No payments will be released to agencies with special conditions until the CDE receives written notification from the agency agreeing to the special conditions.

If you have any fiscal questions regarding this grant, please contact Ploua Vue, Staff Services Analyst, Special Education Division, by phone at 916-327-3530 or by email at SEDgrant@cde.ca.gov.

cc: Business Fiscal Officer: Expenditure Report

Statement of Assurances
WorkAbility I 2019-20

Project Number **088-03**
Grantee Name Oakland USD
Mailing Address 1011 Union
City, State, Zip Oakland, CA 94607
WAI Project Contact David Cammarata, (510) 879-8124

1. General assurances and Federal Funds Conditions are hereby incorporated by reference. In order to reduce duplicate filings, the California Department of Education (CDE) has agreed to accept the assurances your agency currently provides in the Consolidated Application. The CDE will verify if your agency has submitted required certifications and assurances, prior to the initial grant award payment.
2. **NOTE TO NONPUBLIC SCHOOL (NPS):** Grantees do not complete a Consolidated Application. Therefore, if your agency is an NPS, you must download, print, and return a signed Drug-Free Workplace Certification that is available on the CDE Funding Tools and Materials Web page <http://www.cde.ca.gov/fg/fo/fm>.
3. The following program evaluation and renewal information will be compiled and submitted by the WorkAbility I (WAI) grantee to the CDE: (a) student data; (b) program funds [staffing and program cost]; and (c) End-of-Year Report and Renewal Application.
4. The WAI funds must be used to implement the WAI program as indicated in the project's budget plan.
5. The WAI grantee will provide the project contact with adequate administrative authority to coordinate career technical education and special education resources.
6. The WAI grantee will provide the project contact resources, including equipment, to comply with WAI data collection requirements.
7. The project contact must attend all region and statewide meetings/trainings, and submit all mandated documentation within required timelines.
8. A WAI grantee that receives committee funds must attend required committee meetings each year. Examples:
 - a. If a WAI project receives committee funds to participate on the Business, Education, and Labor Committee, a representative must attend all the Business, Education, and Labor Committee meetings each year.
 - b. If a WAI project has two members on the same committee, they both must attend the committee meetings for the year.
9. Upon receipt of both the signed Grant Award Notification (AO-400) and applicable certification, grant monies will be issued to the WAI grantee County Treasurer or agency.
10. The WAI grantee must submit to CDE an Interim Expenditure Report no later than 30 days after the Grant Award, for the reporting period of July 1, 2019, through December 31, 2019. If reported expenditures are less than the initial payment, the scheduled mid-year payment will be reduced proportionately.
11. The WAI grantee must maintain expenditure reports with supporting evidence and be prepared to submit to the CDE upon request. The CDE has the authority to conduct program and fiscal review or audits.
12. The WAI grantee must submit to CDE a Final Expenditure Report no later than August 1, 2020. Upon receipt of the Final Expenditure Report, up to 100% of the grant total will be reimbursed. Failure to submit the Final Expenditure Report, prior to next year's state grant award issuance, will affect next year's payment.
13. The amount of resources, exclusive of the funds applied for in this application, devoted to vocational education for students receiving special education services shall be maintained at or above the levels provided in previous years.
14. Funds will be used for excess cost of normal expenditures when applied to staff, materials, and services that are not typically provided to students receiving special education services and that are necessary for their participation in this program.
15. All approved project funds must be expended within the designated award period and for no more than the total amount indicated. This WAI grant shall be administered in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA).

Statement of Assurances
WorkAbility I 2019-20

16. The WAI program shall be conducted in compliance with laws and regulations from the California Department of Education (CDE), Employment Development Department (EDD), and the state and federal Departments of Labor.
17. A WAI grantee with noncompliance will receive notification of special conditions and the requirements (plan of action) to address the special conditions. Until a written plan of action is received and approved by CDE no payments will be released to the grantee.
18. The WAI grantee will provide information to WAI students with ID/DD ages 16 and above regarding Employment First, opportunities for employment, and supports to achieve Competitive Integrated Employment.
19. Students receiving special education services will be provided equal access to vocational education/technical/career programs and initiatives.
20. Every employed WAI student under age eighteen shall have an approved work permit on file at the employment site and a copy shall be filed with the WAI grantee.
21. Work based learning opportunities must be provided in compliance with the Work Experience Education (WEE), Regional Occupational Center and Programs (ROC/P).
22. The WAI program does not discriminate on the basis of race, color, national or ethnic origin, gender, or disability in the administration of its program and complies with all laws and regulations of the American's with Disabilities Act and other appropriate legislation.
23. This WAI program is a California public school district, NPS, county office of education, and the state special schools for the deaf and blind.
24. This WAI program has support of the local governing board.
25. This WAI program collaborates and leverages resources to provide a full array of student services with minimum administrative cost.
26. This WAI program is accountable as defined by student, program, and fiscal outcomes.
27. This WAI program actively participates in community of practice efforts, involving key stakeholders.
28. Students who participate in the WAI work experience program will be paid minimum wage. There is an exception for learners who may be paid not less than 85 percent of the minimum wage rounded to the nearest nickel during their first 160 hours of employment in occupations in which they have no previous similar or related experience.
29. When students participating in WAI work experience are paid the minimum wage, it will not exceed the prevailing minimum wage of the city in which the student is employed.
30. All WAI students will be placed in employment settings that are integrated.
31. The WAI grantee will enter into Local Partnership Agreements (LPAs) with core partners (local educational agencies, Department of Rehabilitation districts, and regional centers) and be prepared to submit to the CDE documentation of the LPAs upon request.
32. All WAI programs and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

I hereby certify that to the best of my knowledge, the programs and services outlined in this proposal meet all the requirements listed above and I agree to the assurances listed.

David Cammarata, Project Manager/ Coordinator

Kyla Johnson-Trammell, Superintendent

Name and Title of WorkAbility I Project Contact

Name and Title of Superintendent/Authorized Representative

 5/21/19

Signature

Date

Sondra Aguilera
Chief Academic Officer

Signature

Date

2019-20 Renewal Application – Page 1

Oakland USD (088-03)

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NOTE: As the recipient of a middle school grant, please include high school and middle school information on this report.

Grantee Name **Oakland USD**
Project Name **Oakland USD**
Project Number **088-03**
Phone
Fax

Project Address

Street Address
City, State, Zip

Grantee Address

Street Address
City, State, Zip

Please check the agency that receives and distributes your WorkAbility funds. This LEA is a:

- COE District DJJ NPS ROC/P SELPA SSS

WAI Project Contact

The 2018-19 Project Contact can only be changed through the [Project Information section](#).

Name **David Cammarata**
Title
Phone
Summer Phone
Fax
Email

Will there be a different Project Contact for 2019-20? No Yes

Counties EXPECTED to Serve

- | | | | | |
|---|-----------------------------------|------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> Alameda | <input type="checkbox"/> Glenn | <input type="checkbox"/> Marin | <input type="checkbox"/> Placer | <input type="checkbox"/> San Mateo |
| <input type="checkbox"/> Alpine | <input type="checkbox"/> Humboldt | <input type="checkbox"/> Mariposa | <input type="checkbox"/> Plumas | <input type="checkbox"/> Santa Barbara |
| <input type="checkbox"/> Amador | <input type="checkbox"/> Imperial | <input type="checkbox"/> Mendocino | <input type="checkbox"/> Riverside | <input type="checkbox"/> Santa Clara |
| <input type="checkbox"/> Butte | <input type="checkbox"/> Inyo | <input type="checkbox"/> Merced | <input type="checkbox"/> Sacramento | <input type="checkbox"/> Santa Cruz |

- | | | | | |
|---------------------------------------|--------------------------------------|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Calaveras | <input type="checkbox"/> Kern | <input type="checkbox"/> Modoc | <input type="checkbox"/> San Benito | <input type="checkbox"/> Shasta |
| <input type="checkbox"/> Colusa | <input type="checkbox"/> Kings | <input type="checkbox"/> Mono | <input type="checkbox"/> San Bernardino | <input type="checkbox"/> Sierra |
| <input type="checkbox"/> Contra Costa | <input type="checkbox"/> Lake | <input type="checkbox"/> Monterey | <input type="checkbox"/> San Diego | <input type="checkbox"/> Siskiyou |
| <input type="checkbox"/> Del Norte | <input type="checkbox"/> Lassen | <input type="checkbox"/> Napa | <input type="checkbox"/> San Francisco | <input type="checkbox"/> Solano |
| <input type="checkbox"/> El Dorado | <input type="checkbox"/> Los Angeles | <input type="checkbox"/> Nevada | <input type="checkbox"/> San Joaquin | <input type="checkbox"/> Sonoma |
| <input type="checkbox"/> Fresno | <input type="checkbox"/> Madera | <input type="checkbox"/> Orange | <input type="checkbox"/> San Luis Obispo | <input type="checkbox"/> Stanislaus |
| | <input type="checkbox"/> Sutter | | | |
| | <input type="checkbox"/> Tehama | | | |
| | <input type="checkbox"/> Trinity | | | |
| | <input type="checkbox"/> Tulare | | | |
| | <input type="checkbox"/> Tuolumne | | | |
| | <input type="checkbox"/> Ventura | | | |
| | <input type="checkbox"/> Yolo | | | |
| | <input type="checkbox"/> Yuba | | | |

School Districts EXPECTED to Serve — use commas to separate district names

Oakland Unified School District

Schools EXPECTED to Serve

Listed below are the schools you **expect** to serve in 2019-20. Update the projected number of eligible students for each school, as needed. For any you do **NOT** expect to serve, clear the eligible students field.

If you expect to serve a school that is **not** listed, use the "Add another school" link just below the list. To correct a school name or county, remove the existing line by clearing the eligible students field and adding the correct information using the "Add another school" link.

School Name	County	2019-20 PROJECTED # of Eligible Students
1. Bay Hill	Alameda	0
2. Bay Tech	Alameda	39
3. Bret Harte Middle School	Alameda	160
4. Castlemont High	Alameda	273
5. Claremont Middle School	Alameda	110
6. Coliseum College Prep	Alameda	154
7. Community Immersion Program/ On-TRAC	Alameda	160
8. Dewey Academy	Alameda	92
9. Edna Brewer Middle School	Alameda	165
10. Emiliano Zapata Street Academy	Alameda	38
11. Fremont HS	Alameda	220
12. Frick Middle School	Alameda	67
13. Laney College	Alameda	0
14. Life Academy High School	Alameda	134
15. MADISON PARK UPPER CAMPUS	Alameda	123

16.	McClymonds High School	Alameda	135
17.	MetWest High School	Alameda	70
18.	Montera Middle School	Alameda	151
19.	Oakland High School	Alameda	394
20.	Oakland International High School	Alameda	83
21.	Oakland Technical High School	Alameda	513
22.	Oakland Unity High School	Alameda	0
23.	Phillips Academy	Alameda	0
24.	Ralph Bunche	Alameda	43
25.	Roosevelt Middle	Alameda	107
26.	Rudsdale Continuation HS	Alameda	87
27.	Skyline High School	Alameda	560
28.	Sojourner Truth	Alameda	128
29.	United For Success Academy	Alameda	66
30.	West Oakland Middle School	Alameda	42
31.	Westlake Middle School	Alameda	100

Add another school

2019-20 Renewal Application – Page 2

Oakland USD (088-03)

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Your Renewal Application Page 1 data has been successfully saved to the database. Please continue below.

The calculations below are based on data entered into the system. The “actual” numbers will not be considered final until all baseline data has been entered and the Project Contact has confirmed its completeness.

	2018-19 Funded	Actual through June 30, 2019	Requested INCREASE/DECREASE		Proposed for 2019-20
Number of HS students served	630	630	<input type="radio"/> +	<input type="radio"/> –	<input type="text" value="0"/> 630
Number of MS students served	206	221	<input type="radio"/> +	<input type="radio"/> –	<input type="text"/> 206
Number of students placed in paid employment positions	157	88			

On-Campus Waiver Request

If applicable, please provide a justification for your project’s on-campus waiver request. Please include the number of students you propose to place on-campus. Be aware that the waiver cannot be for more than 5% of the students you place in employment, and the number of on-campus placements will be considered in your project’s renewal application.

To save work in progress, use the **Save** button. To save and confirm that the Renewal Application is complete, use the **Ready to Submit** button. This will check for completeness and lock the report to all but the Project Contact, who will review the entire End-of-Year package before submitting it to CDE.

WorkAbility I Special Grant 2019-20 PROJECTED Budget Plan – Page 1

Oakland USD (088-03)

[PAGE 1](#) | [Page 2](#) | [Page 3](#) | [Instructions](#) (PDF: 60K)

Project Number **088-03**

Project Name **Oakland USD**

WAI Project Contact David Cammarata, Project Manager/ Coordinator

Email david.cammarata@ousd.org

Phone (510) 879-8124

Summer Phone (510) 519-4708

Fax (510) 451-4364

LEA Category SELPA

Authorized Agent
First / Last / Title

Date of Approval by Agency Board (only if required by your LEA) mm/dd/yyyy

WorkAbility I Special Grant 2019-20 PROJECTED Budget Plan – Page 2

Oakland USD (088-03)

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The figures on this Budget are PRELIMINARY and are based on your 2018-19 grant amount. Your Budget may change once the 2019-20 grant amounts are determined.

PROJECTED BUDGET TOTAL for the 7/1/2019 – 6/30/2020 Grant Reporting Period	\$318,420.00
PROJECTED Number of High School Students funded to serve for 2019-20:	630
PROJECTED Number of High School Students to place in paid employment positions for 2019-20:	157
PROJECTED Number of Middle School Students funded to serve for 2019-20:	206
PROJECTED Middle School funds for 2019-20: (already included in Budget Total)	\$71,070.00

OBJECT OF EXPENDITURES

Budget Date:

Line	Account	Classification	Budget Plan Amounts
1	1000	Certificated Salaries	\$ <input type="text" value="85127.00"/>
2	2000	Classified Salaries	\$ <input type="text" value="113028.00"/>
3	3000	Employee Benefits	\$ <input type="text" value="61682.00"/>
4	4000	Books and Supplies	\$ <input type="text" value="536.00"/>
5	5000	Services and Other Operating Expenses	\$ <input type="text" value="48024.00"/>
6		Total Direct Costs (Subtotal)	\$ 308,397.00
7		Indirect Cost <input type="text" value="3.25"/> % <i>Not to exceed 3.3% (2019-20)</i>	\$ 10,023.00
8		Total Budget	\$ 318,420.00

Please enter a brief WAI Project description (maximum 150 words):

WorkAbility I Special Grant 2019-20 PROJECTED Budget Plan – Page 3

Oakland USD (088-03)

Add, edit or delete line items using the links on this screen. The sum of the line items within each account must equal the total amount budgeted for the account, as entered on Page 2. The account total will be red if the line item subtotal does not match the amount budgeted for the account. Use Page 2 if you need to change the amount budgeted for an account.

Also, enter a brief description of how your indirect will be used. Save the description using the "Save Indirect" button at the bottom of the screen.

When the entire budget is complete, click the "Ready to Submit" button at the bottom of the screen.

NOTE: Student wages are handled differently than other line items. Do not use an add, edit or delete link; instead, add student wages to your budget from the box at the bottom of this screen.**

1	1000	Certificated Salaries	\$85,127	+ Add a line item
line item subtotal			\$85,127	
+ Edit x Delete	\$43,131	(HS) <i>David Cammarata</i> , Coordinator Supervise program staff members to ensure implementation of the array of services for High School program participants. Responsibilities include facilitating staff meetings to assist teachers/ support providers in understanding the mission of WA1, the student referral process, support classroom teachers/ support providers with the integration of pre-employment materials provided, marketing the WA1 program to parents, students, school site staff, employers, and community agencies. Create annual budget based on program needs and activities, monitor WA1 budget expenditures, and work with financial officers to ensure grant compliance.	0.380 FTE @ \$113,503/yr FTE	
+ Edit x Delete	\$41,996	(MS) <i>David Cammarata</i> , Coordinator Facilitate collaboration with school site teachers and assigned WA1 Middle School liaison(s) to ensure implementation of WA1 Middle School array of services. Organize and coordinate WA1 activities for Middle School students to identify and explore career interests. Create opportunities for career exploration in the community and with local businesses.	0.370 FTE @ \$113,503/yr FTE	
2	2000	Classified Salaries	\$113,028	+ Add a line item
line item subtotal			\$113,028	
+ Edit x Delete	\$22,268	(HS) <i>Carmen Beunger</i> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.300 FTE @ \$74,228/yr FTE	
+ Edit x Delete	\$21,331	(HS) <i>Stacy Daniels</i> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners	0.300 FTE @ \$71,104/yr FTE	

			and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	
+ Edit x Delete	\$20,326	(HS)	<u>Melissa Foster</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.300 FTE @ \$67,752/yr FTE
+ Edit x Delete	\$14,221	(HS)	<u>Minyon Coruchia-Garde</u> , Case Manager Assists in the coordination and implementation of High School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.200 FTE @ \$71,104/yr FTE
+ Edit x Delete	\$13,886	(HS)	<u>Erika Mayorquin</u> , Community Relations Coordinator Assists in the coordination and implementation of High School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.	0.250 FTE @ \$55,542/yr FTE
+ Edit x Delete	\$13,886	(MS)	<u>Erika Mayorquin</u> , Community Relations Coordinator Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.	0.250 FTE @ \$55,542/yr FTE
+ Edit x Delete	\$7,110	(MS)	<u>Minyon Coruchia-Gardia</u> , Case Manager Assists in the coordination and implementation of Middle School program activities. Works directly with assigned schools-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities, and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.	0.100 FTE @ \$71,104/yr FTE
3	3000	Employee Benefits		\$61,682
line item subtotal				\$61,682
+ Edit x Delete	\$4,000	(HS)	60 students- Worker's Compensation, Medicare, Unemployment, Social Security	
+ Edit x Delete	\$6,234	(HS)	<u>David Cammarata</u> , Coordinator Certificated	Salary: \$43,131
+ Edit	\$9,548	(HS)	<u>Carmen Beunger</u> , Case Manager Classified	Salary: \$22,268

x <u>Delete</u>				
+ <u>Edit</u> x <u>Delete</u>		\$8,536	(HS) <u>Stacy Daniels</u> , Case Manager Classified	Salary: \$21,331
+ <u>Edit</u> x <u>Delete</u>		\$8,536	(HS) <u>Melissa Foster</u> , Case Manager Classified	Salary: \$20,326
+ <u>Edit</u> x <u>Delete</u>		\$5,691	(HS) <u>Minyon Coruchia-Garde</u> , Case Manager Classified	Salary: \$14,221
+ <u>Edit</u> x <u>Delete</u>		\$5,111	(HS) <u>Erika Mayorquin</u> , Community Relations Coordinator Classified	Salary: \$13,886
+ <u>Edit</u> x <u>Delete</u>		\$6,070	(MS) <u>David Cammarata</u> , Coordinator Certificated	Salary: \$41,996
+ <u>Edit</u> x <u>Delete</u>		\$5,111	(MS) <u>Erika Mayorquin</u> , Community Relations Coordinator Classified	Salary: \$13,886
+ <u>Edit</u> x <u>Delete</u>		\$2,845	(MS) <u>Minyon Coruchia-Gardia</u> , Case Manager Classified	Salary: \$7,110
4	4000	Books and Supplies	\$ 536	+ Add a line item
line item subtotal			\$ 536	
+ <u>Edit</u> x <u>Delete</u>		\$ 536	(HS) Office supplies and consumables to maintain student records, document student activities, and data entry. Reference materials, AC Transit/ BART tickets for students to travel to work-based learning opportunities.	
+ <u>Edit</u> x <u>Delete</u>		\$ 0	(MS) Consumables to maintain student records, document student activities, and data entry.	
5	5000	Services and Other Operating Expenses	\$48,024	+ Add a line item
line item subtotal			\$48,024	
+ <u>Edit</u> x <u>Delete</u>		\$ 0	(HS) Mileage for WA1 staff to travel between school sites, community agencies, and job sites. Travel to required business meetings and trainings for WA1 staff. Bus transportation for community outings and industry tours.	
+ <u>Edit</u> x <u>Delete</u>		\$ 0	(MS) Bus transportation for community outings and industry tours. Mileage for staff to travel to various middle school sites, meetings with local community partners, and conduct program activities. Admission fees for community outings/ industry tours.	
+ <u>Edit</u> x <u>Delete</u>		\$48,024	(HS) Student Wages: 58 students X 60.00 hours X \$13.80 per hour	
6		Indirect Cost: 3.25% – describe below	\$10,023	
		3.25		
Total Budget			\$318,420	

**** STUDENT WAGES are handled differently than other line items.** Add student wages by listing each combination of *Number of Students x Number of Hours Worked x Hourly Wage* in one of only two allowable budget accounts:

2000: Classified Salaries or **5000: Services and Other Operating Expenses**

To save the description entered above, use the **Save Indirect** button below.

To save your data AND confirm that the information in this budget is complete, use the **Ready to Submit** button. This will save information entered above, verify that the budget forms are complete and lock budget-related data entry forms to all but the Project Contact, who will review the budget before submitting it to CDE.

WorkAbility I Education Code Requirement Report for 2018-19

Oakland USD (088-03)

WorkAbility I Vision/Mission Statement

- The vision of the CDE, Special Education Division is that all individuals with disabilities will successfully participate in preparation for the workplace and independent living.
- The mission of WorkAbility I is to promote the involvement of key stakeholders (students, families, WorkAbility staff, educators, youth-serving organizations, workforce development organizations, postsecondary education and training, and business partners) in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality adult life.
- WorkAbility I culminates in preparing students for successful transition to employment, continuing education, and quality adult life with an emphasis on work-based learning opportunities for all students.
- WorkAbility I achieves this mission primarily by providing work-based learning experiences for all WorkAbility I students.

Section 56471 of the California Education Code states that:

WorkAbility project applications shall include, but are not limited to, the following elements: (1) recruitment, (2) assessment, (3) counseling, (4) pre-employment skills training, (5) vocational training, (6) student wages for try-out employment, (7) placement in unsubsidized employment, (8) other assistance with transition to a quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance project goals.

Please describe in 350 words or less how each of the above requirements is implemented by your WorkAbility I site.

HIGH SCHOOL GRANT

[View the High School End-of-Year Scoring Rubric that CDE will use to evaluate this report.](#)

1. Recruitment

Our Career Transition Services team will implement services through a comprehensive, consistent, and responsive plan:

- Provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to best meet the needs of eligible students.
- Provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and craft/ implement support plans.
- Meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings will identify eligible students, shape services provided, and grow the impact of the program at sites.
- Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills.
- Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These check-ins will be utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns and celebrate successes of students as they participate in the program.
- Have consistent work hours and processes for students to pick-up or submit recruitment packets.
- Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings.
- Work with educators to identify eligible students in need of and/or interested in employment development support and schedule times to meet to shape opportunities and experiences to meet these needs.
- Communicate directly with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student.
- Attend District-based outreach events to spread information and share success stories of students participating in the program to drive interest and develop relationships beyond the Special Education department.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, school-site work opportunity, and community-based work-opportunity observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program.

All OUSD high school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map.

In addition the following online assessments will be utilized based on the needs of the students:
123Test-Career Aptitude Test (With Pictures), Career Cruising, California Career Zone, 16 Personalities

Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, et.,) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, career research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing credits needed to graduate with a diploma, course needs, and requirements for potential employment. Counseling provided by Career Transition Services staff also supports students as they engage in State exams, prepare for final exams or alternative assessments, and participate in CAPStone projects. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with and provides linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and parents are provided with DOR and RCEB handouts and brochures to identify contact information, the referral process and links to the online applications. In addition Career Transition Services staff share this information at Transition IEPs or other communication with families.

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participation, the program being served, and the school site that students attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training their curriculum and provide instruction in workshop-based models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, and collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. Additionally, Career Transition Services staff provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curricular materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Career Transition Services team also provide a summer Employment Boot Camp where students are provided directed instruction and opportunities in pre vocational and vocational skills (employment searches, application completions/ submission, interview skills review, and workplace behavior/ expectations, etc.) in addition to job shadowing/ exploration opportunities and activities. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to their current courses of study, interests, needs, and dreams. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provides a variety of real-life experiences including mentoring, job shadowing, internships, and exposure to possible career paths. Some of the Pathways are: Computer Science, Visual and Performing Arts, Fashion Design/ Art, Engineering, Education/ Child Development, Health Services, and Green Energy. The Career Transition Services team collaborates and partners with Pathway teachers and staff, and other educators to provide support, offer workshops, co-plan career fairs, field trips, training programs, and integrate workshop strategies into ongoing lessons. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain summer internships, related work experiences, on the job training/ practice, and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our community college partners to promote concurrent enrollment into introductory trade and career exploration courses. These connections with Linked Learning staff and programming, community college partners, and school-site educators the Career Transition Services team provides access to a opportunities for students to develop their vocational skills and experience vocational skills training that meets their interests, builds upon their skills, and is linked to current courses of study leading to successful completion of high school programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills.

6. Student wages for subsidized employment

Students that are eligible for, and participate in, subsidized employment through the Career Transition Services Department can self-refer, be referred by a parent/ guardian, participate in a teacher developed vocational opportunity, or be referred by the IEP team for additional/ ongoing vocational support. Students are encouraged to actively participate in site-based and District provided programming, as well as workshops/ integrated classroom experiences, that lead to the growth of the appropriate and necessary vocational skills for successful participation in work-based learning opportunities. Subsidized employment is determined yearly as determined by state funds. The number of hours each student is paid is determined by the Workability Program Director in accordance with state funding and will not exceed more than 80 hours per school year. Workability funds will not be used for additional or extended holidays or overtime. Students receiving subsidized employment must be in attendance at the school site more than 50% and must adhere to OUSD discipline guidelines. Following Grant guidelines and District policies, in order to receive consideration for paid work, the student must: participate in Pre-Vocational/ Vocational Skills Workshops, be eligible for a work permit (which includes completed statement of intent to employ a minor, signed permit to employ, 2.0 GPA, adequate daily attendance), demonstrate the ability to work independently or with reasonable supports/ assistance, demonstrate reasonable interpersonal/ self-advocacy skills, demonstrate the ability to apply and interview with the prospective employer. After the employer has made their hiring selection(s), they will be presented with an employment folder. The employment folder will include but not be limited to: Training Agreement, Emergency Contact Information, as well as an outline of the process for Progress Review. Prior to their start date, students are counseled about employer expectations, work environment and safety procedures, as well as their responsibility in maintaining academic performance and meeting school obligations. Students will be monitored through continued contact with the location of employment, Special Education Case Managers, and or managing supervisor. Case Managers will review Employment Progress Reviews in one on one meetings. This information will be shared in the Transition Summary during the IEP meeting.

7. Placement in unsubsidized employment

Career Transition Services staff have developed an array of business partners that employ and support OUSD students. Career Transition Services staff coordinate direct hire opportunities through attending, and providing access to students to attend, job fairs, one on one/ small group meetings with managers/ businesses, employer panels, and linkages with other District offices and services that prioritize student employment opportunities. Career Transition Services staff provide instructional opportunities in pre-vocational and vocational skills necessary to obtain and successfully continue in direct-hire experiences such as completing applications, updating/ creating resumes, interview skills, and job appropriate behaviors and activities. Career Transition Services staff coordinate employment services with the goals set forth by the student's IEP and Individual Transition Plan. When a job becomes available, and/or a student identifies that they are interested in obtaining a position in unsubsidized employment, the Career Transition Services Case Manager supports students as they develop job-specific resumes, practice interview skills, complete the application, and review the necessary/ appropriate behaviors for continuing successful employment. As the process continues, the employer determines the appropriate job placement and Career Transition Services staff works to coordinate supports as appropriate for the student which can be at the job site, through ongoing counseling at school, in program-provided Workshops, and/or consistent collaboration and communication with the hiring manager, school site support staff members, and parents/ families. The Case Manager provides support related to training, placement, mobility, and retention. A key component of the Career Transition Services Case Manager's responsibilities include ongoing communication with parents/guardians, employers, and school staff to share job training, performance and progress information. Students in direct hire positions are monitored and evaluated on a regular basis in order to ensure they are meeting the employers expectations and building skills for the future. Career Transition Services staff maintain a directory of partner community organizations and business in addition to organizations or business that are currently hiring direct placements. Hiring and job information is shared with students, Special Education Case Managers, and other staff at school sites using a variety of means.

8. Other assistance with transition to a quality adult life

The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of, and access to, vocational opportunities and experiences for students. These meetings and interactions center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in Workability 1 programming. This information is, and can be, shared at IEP meetings, in informal conversations, at District meetings, the OUSD Transition Fair, monthly CAC meetings, and general/ special education department meetings at school sites. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies, like DOR/TPP and RCEB, to better facilitate ongoing support from community services and agencies. Career Transition Services staff provide parents with answers to transition questions, handouts and brochures from DOR and RCEB and links to websites used in workshops or that align with transition best practices. Career Transition Services staff takes advantage and coordinates College Night, College and Career Informational Meetings and other meetings with local service providers so that students can sign up for community college supports and employment assistance prior to graduation.

9. Utilization of an interdisciplinary advisory committee to enhance project goals

The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools.

MIDDLE SCHOOL GRANT

[View the Middle School End-of-Year Scoring Rubric that CDE will use to evaluate this report.](#)

1. Recruitment

Our Career Transition Services plan for Middle School Recruitment mirrors our High School plan to provide comprehensive, consistent, and responsive services to our learners with additional needs. We will provide information about the Workability 1 program to educators at Special Education department meetings across the school year. We will provide educators with an overview of the array of services offered, curricular framework for direct service provision, respond to questions and/or concerns, and collaborate around services provided to meet the needs of eligible students. We will provide educators with recruitment packets, contact information of Case Managers, and schedule times to meet with students, learn program needs, and provide instruction classrooms and workshops. Meet 1:1, or in small groups, to collaborate around the purpose and implementation of the program. These meetings will identify eligible students, shape services provided, and grow the impact of the program at sites. Provide Professional Development opportunities for educators and support providers to build their skills and strategies in supporting the development of students' Transition Skills. Check-ins across the year with administrators and/or supervisors working with Special Education Programming at school-sites to identify students/ programs that would benefit from Transition Services support through Workability 1 programming. These will be utilized to ensure that any historically under-supported groups are being supported and to address questions or concerns. Have consistent work hours and processes for students to pick-up or submit recruitment packets. Provide information on the OUSD website about the program and consistently update it with information around the array of services and program offerings. Work with educators to identify eligible students in need of vocational skills development support and schedule times to provide instruction to meet those needs. Communicate with parents of students participating in the program and/or possibly interested in participating in the program to share information, service options, and how programming can meet the various Transition needs of the student. Attend District-based outreach events to spread information and share success stories of students participating in the program.

2. Assessment

OUSD's Career Transition Services team has taken seriously the need to develop our Assessment recording and information sharing processes. To that end, our team has looked to increase our knowledge and skill of formal and informal assessments for all students accessing Workability 1 programming and services. Our Assessment plan has been developed to be consistent with our plan for assessing the needs of High School students interested in, or already participating in, Workability 1 services. Our team utilizes Interest Surveys, Skill Inventories, and Transition Planning Thinking Maps as appropriate for the students being served. Our team also utilizes interviews with students, staff, and families as well as classroom, and community-based observations to assess student need, interest, ability, and interest. Additionally, our team has developed an assessment document which lines up with the Transition Plan in the IEP which every student receiving Workability 1 services will have shared with their Case Managers to best promote Transition Services and share the work being done and information learned through the Workability 1 program. This data can also be shared with parents at annual IEP and transition meetings. Assessment results are used for researching careers and colleges, inviting guest speakers, planning future workshop presentations, activities, and field trips.

All OUSD middle school students with IEPs will be assessed each year using a variety of tools according to their needs which will include, but not be limited to: RIASEC Inventory, Comprehensive Adult Student Assessment Systems (CASAS), Transition Planner Thinking Map.

In addition the following online assessments will be utilized based on the needs of the students:
123Test-Career Aptitude Test (With Pictures), Career Cruising, California Career Zone, 16 Personalities

Assessment results will be provided to the Special Education Case Manager to assist with transition planning and ITP development. Parents/Guardians may receive a copy of the assessment at the annual IEP meeting.

3. Counseling

In many ways, our Counseling plan follows the plan and services provided to High School students in OUSD. All students participating in Workability 1 programming through the Career Transition Services Department receive counseling (Post-Secondary Education, Vocational, Self-Advocacy/ Determination, etc..) support in full class, small group, and individual settings. Through collaboration with Special Education Case Managers, School Psychologists, School-based Counselors, and Administrators service plans are crafted specific to the programs/ classes being supported and students receiving services. The Counseling services provided address various topics discussing vocational wants, needs, and dreams of students as well as providing opportunities to discuss and explore other avenues of on-going development for the student. This counseling is provided relative to career interest, care research, self efficacy, self advocacy or in the development of transition goals. Career Transition Services staff also provide counseling to students by discussing the transition to high school experiences and requirements for potential employment. All students receiving services experience pre-vocational counseling from Career Transition Services staff in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and self determination as well as the necessary social skills (social awareness, responsible decision making, self awareness, self management and relationship skills) needed for students to be active, responsible, and meaningful members of their community. The Career Transition Services team coordinates college tours, DSPS presentations, and other field trips to learn about and experience a variety of career options. The Career Transition Services team meets to identify strategies to support students with academic, social emotional, and/or behavior challenges. The team also collaborates with parents to provide linkages to additional supports such as the Regional Center of the East Bay or DOR/ TPP as appropriate and necessary for the students receiving services. School sites and Career Transition Services staff share this information at Transition IEPs or other communication with families.

4. Pre-employment skills training

The Career Transition Services department concentrates on the skills students will need to obtain, participate in, and thrive in Competitive Integrated Employment. Career Transition Services staff focus on the development of pre-employment skills training that is individualized to the student participating, the program being served, and the school site that student attend. Career Transition Services staff support educators as they work to embed pre-vocational and vocational training into their curriculum and provide instruction in workshop-based models across sites and throughout the school year. Career Transition Services staff coordinate and collaborate with Special Education Case Managers, school-site counselors, Career Center/ Linked Learning staff, and other educational professionals to include and integrate pre-employment skills training into lessons provided by the educator/ support provider as well as through Career Transition Services provided workshops and lessons. The Career Transition Services team works individually, in small-groups, with full classes, or collaborates with educators to ensure that all students are provided access to pre-vocational skills trainings that includes, but is not limited to: self-advocacy/ determination, obtaining necessary paperwork/ documentation, money management, social skills, workplace readiness/ preparedness, workplace behavior/ expectations, and the development of continuing education options and opportunities. For Middle School students, our team focuses on the development of pre-vocational skills necessary for employment, but also provides resource and access to vocational training opportunities where appropriate. Career Transition Services staff will provide instruction, support, counseling, and training in the development of resumes, cover letters, completing applications, mock interviews, and job shadowing opportunities. Career Transition Services staff use a variety of instructional supports and curriculum materials to complement, modify, and adjust the services offered and instruction/ support provided to the needs of the student, program, and school site. Across the year, parents/ families are made aware of student successes through direct communication (when appropriate), the sharing of pre-vocational/ vocational portfolios, attendance at IEP meetings or in conversations around the development of the IEP, and collaboration with the Special Education Case Manager in regular communications with the parent/ family.

5. Vocational training

The Career Transition Services Department works with general education and special education programming and supports to provide access to students to participate in a wide-range of educational and vocational opportunities that are linked to interests, needs, dreams, and opportunities students could access in High School. These opportunities are crafted and managed in a way to provide regular feedback and evaluation on the development of the student's vocational and pre-vocational skills. Career Transition Services staff collaborate with the Department of Linked Learning to provide access to rigorous core content, which integrates vocational skills development through items like coursework/ projects, to prepare students for college or career as well as assisting students in developing professional skills that will lead to Competitive Integrated Employment. Our programs provide a variety of workshops, learning opportunities, and activities that can include mentoring, job shadowing, internships, and exposure to possible career paths. The Career Transition Services team collaborates and partners with Middle School teachers and staff to offer workshops, co-plan career fairs, field trips, training programs, and integrate pre-vocational and vocational strategies/ topics into ongoing lessons/ instruction. The Career Transition Services Team works in partnership with general/ special education programming to assist students as they work to obtain appropriate work experiences and/or vocational experience that can be used to build the skills necessary to successfully participate in Competitive Integrated Employment. Career Transition Services staff work in collaboration with our High School teachers to promote an understanding of the skills needed and expectations for students to successfully participate in High School programming. Our programs also work to provide regular opportunities for self-reflection and feedback from various stakeholders in how students are growing their skills through these experiences. Students are encouraged to participate in self-assessments and are supported to actively participate in their IEP meeting

6. Other assistance with transition to a quality adult life

Middle School supports are reflective of the team-based and responsive approach taken for our High School students. The Career Transition Services team regularly meets to learn about and identify the local agencies and support providers that can provide additional services to students participating in the Workability 1 program. The Career Transition Services team supports, partners with, and collaborates with the resources provided by a variety of organizations including Job Corps, Independent Living Center, the Department of Rehabilitation/ Transition Partnership Program, Regional Center of the East Bay, the Peralta Community College District, and other District teams/ departments which focus on the development of vocational opportunities for students. These meetings center around the development of our team's knowledge of, and ability to, support students with current research, techniques, strategies, best practices, and services for students. Career Transition Services staff take this information and regularly share it with school-based support staff, Special Education Case Managers, parents/ families, students, and other stakeholders to ensure that the appropriate, and necessary, services are being accessed by each student participating in the program. Career Transition Services Staff have been provided training and regularly review the processes for crafting firm linkages between our various community partners and service agencies to better facilitate initiating and ongoing support from community services. In preparation for the ITP, Workability and Site Case Managers engage in discussions with students about vocational goals, importance of classwork, and possible options for support in high school. Staff may attend IEPs to provide information to the IEP team regarding pre-employment skills, career interests, vocational options, and available community services.

7. Utilization of an interdisciplinary advisory committee to enhance project goals

Our connections to interdisciplinary advisory committees to enhance the services for High School students also benefit our Middle School programming. The Program Coordinator, and other Career Transition Services staff, regularly participate in Local Plan Agreement meetings to better coordinate, develop, and integrate Workability 1 programming and services with local partners, outside agencies, and other support providers. These meetings, and the relationships developed therein, promote the necessary and vital community linkages that will support and promote program goals for all participating students, address youth concerns/ needs, and strengthen relationships, collaboration, and communication with community partners and outside agencies. The Career Transition Services Team also participates in regular meetings with the Linked Learning Department, Pathway teams, and Special Education Department (Central Office and site specific) to obtain and incorporate feedback on the outcomes of program offerings to better respond to the needs of students, programs, and school sites. Each of these connections to advisory committees/ LPAs is undertaken with the express purpose to establish relationships with the various stakeholders interested in developing the opportunities for students with additional support needs to gain the skills necessary for, and access to, Competitive Integrated Employment. The information and feedback obtained from these meetings, partnerships, and ongoing conversations is shared in monthly Career Transition Services staff meetings to identify how best our team can respond to the challenges presented, address previously unsupported needs, and celebrate the successes experienced by our students, our programs, and our schools. Career Transition Services staff meet with district/community partners to share programming information and best practices related to student transition, and identify site-based services that students are engaged in and/or are eligible to receive. This information is used to refine services provided to middle school program participants, make referrals, collaborate with school site staff and inform parents of available school site/community resources and partnerships. In connection with the Career Transition Services Department, the OUSD Special Education Department created a directory that provides information to parents about community based programs. Middle School students can be referred to any of these agencies based on identified needs at their IEP meetings.

To save work in progress, use the Save button. To save and confirm that this report is complete, use the Ready to Submit button. This will check for completeness and lock the data entry form to all but the Project Contact, who will review the report before submitting it to CDE.

2018-19 End-of-Year Report – Page 1

Oakland USD (088-03)

[PAGE 1](#) | [Page 2](#) | [Definitions](#) (PDF: 17K)

NOTE: As the recipient of a middle school grant, please include high school and middle school information on this report.

Grantee Name **Oakland USD**
Project Name **Oakland USD**
Project Number **088-03**
Phone
Fax

Project Address

Street Address
City, State, Zip

Grantee Address

Street Address
City, State, Zip

Please check the agency that receives and distributes your WorkAbility funds. This LEA is a:

- COE District DJJ NPS ROC/P SELPA SSS

WAI Project Contact

The 2018-19 Project Contact can only be changed through the [Project Information section](#).

Name **David Cammarata**
Title
Phone
Summer Phone
Fax
Email

Will there be a different Project Contact for 2019-20? No Yes

Counties Currently Served

- | | | | | |
|---|-----------------------------------|------------------------------------|-------------------------------------|--|
| <input checked="" type="checkbox"/> Alameda | <input type="checkbox"/> Glenn | <input type="checkbox"/> Marin | <input type="checkbox"/> Placer | <input type="checkbox"/> San Mateo |
| <input type="checkbox"/> Alpine | <input type="checkbox"/> Humboldt | <input type="checkbox"/> Mariposa | <input type="checkbox"/> Plumas | <input type="checkbox"/> Santa Barbara |
| <input type="checkbox"/> Amador | <input type="checkbox"/> Imperial | <input type="checkbox"/> Mendocino | <input type="checkbox"/> Riverside | <input type="checkbox"/> Santa Clara |
| <input type="checkbox"/> Butte | <input type="checkbox"/> Inyo | <input type="checkbox"/> Merced | <input type="checkbox"/> Sacramento | <input type="checkbox"/> Santa Cruz |

- | | | | | |
|---------------------------------------|--------------------------------------|-----------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Calaveras | <input type="checkbox"/> Kern | <input type="checkbox"/> Modoc | <input type="checkbox"/> San Benito | <input type="checkbox"/> Shasta |
| <input type="checkbox"/> Colusa | <input type="checkbox"/> Kings | <input type="checkbox"/> Mono | <input type="checkbox"/> San Bernardino | <input type="checkbox"/> Sierra |
| <input type="checkbox"/> Contra Costa | <input type="checkbox"/> Lake | <input type="checkbox"/> Monterey | <input type="checkbox"/> San Diego | <input type="checkbox"/> Siskiyou |
| <input type="checkbox"/> Del Norte | <input type="checkbox"/> Lassen | <input type="checkbox"/> Napa | <input type="checkbox"/> San Francisco | <input type="checkbox"/> Solano |
| <input type="checkbox"/> El Dorado | <input type="checkbox"/> Los Angeles | <input type="checkbox"/> Nevada | <input type="checkbox"/> San Joaquin | <input type="checkbox"/> Sonoma |
| <input type="checkbox"/> Fresno | <input type="checkbox"/> Madera | <input type="checkbox"/> Orange | <input type="checkbox"/> San Luis Obispo | <input type="checkbox"/> Stanislaus |
| | <input type="checkbox"/> Sutter | | | |
| | <input type="checkbox"/> Tehama | | | |
| | <input type="checkbox"/> Trinity | | | |
| | <input type="checkbox"/> Tulare | | | |
| | <input type="checkbox"/> Tuolumne | | | |
| | <input type="checkbox"/> Ventura | | | |
| | <input type="checkbox"/> Yolo | | | |
| | <input type="checkbox"/> Yuba | | | |

School Districts Currently Served — use commas to separate district names

Oakland Unified School District

Schools Currently Served

The schools listed below have been entered through the Project Information section. Any changes to this list will need to be made through the Project Information section of the site. Changes made there will display on this screen once the page is reloaded. Remember to **SAVE** before reloading if you've made any changes to this page.

School Name	County	# of Eligible Students
1. ALLIANCE ACADEMY	—	—
2. Bay Hill	Alameda	0
3. Bay Tech	Alameda	26
4. Bret Harte Middle School	Alameda	112
5. Castlemont High	Alameda	134
6. Claremont Middle School	Alameda	88
7. Coliseum College Prep	Alameda	83
8. Community Immersion Program/ On-TRAC	Alameda	95
9. Dewey Academy	Alameda	19
10. Edna Brewer Middle School	Alameda	142
11. ELMHURST COMMUNITY PREP	—	—
12. Emiliano Zapata Street Academy	Alameda	16
13. Fremont HS	Alameda	98
14. Frick Middle School	Alameda	58
15. Laney College	Alameda	0
16. Life Academy High School	Alameda	70
17. MADISON PARK UPPER CAMPUS	Alameda	0
18. McClymonds High School	Alameda	44
19. MetWest High School	Alameda	34
20. Montera Middle School	Alameda	137
21. Oakland High School	Alameda	193
22. Oakland International High School	Alameda	0

23. Oakland Technical High School	Alameda	267
24. Oakland Unity High School	Alameda	0
25. Phillips Academy	Alameda	19
26. Ralph Bunche	Alameda	0
27. Roosevelt Middle	Alameda	91
28. Rudsdale Continuation HS	Alameda	22
29. Skyline High School	Alameda	319
30. Sojourner Truth	Alameda	19
31. United For Success Academy	Alameda	47
32. West Oakland Middle School	Alameda	29
33. Westlake Middle School	Alameda	97

2018-19 End-of-Year Report – Page 2

Oakland USD (088-03)

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Your End-of-Year Report Page 1 data has been successfully saved to the database. Please continue below.

The calculations below are based on data entered into the system. The “actual” numbers cannot be considered final until all baseline data has been entered and the Project Contact has confirmed its completeness.

PROJECT CONTACT: Student baseline and follow along data is submitted with the End-of-Year package.
At this time it appears your baseline data is incomplete. Your End-of-Year Report cannot be considered complete until all baseline data has been entered and you have confirmed its completeness.

	2018-19 Funded	Actual through June 30, 2019
Number of HS students served	630	630
Number of MS students served	206	221
Number of students placed in paid employment positions	157	88 *
<small>Number of students placed should be no less than 25% of high school students funded to be served. Placed means a student working at a job earning a wage.</small>		
* Number of actual placements that are subsidized vs. unsubsidized	Subsidized	58 *
	Unsubsidized	30 *

Percentage of 2018-19 HS students funded who were actually served: 100%

Percentage of 2018-19 MS students funded who were actually served: 107%

Percentage of 2018-19 students funded to be served who were actually placed: 14%

Provide justification for the percentage being less than 25% (placed means a student working at a job earning a wage):

The WA1 team is continuing to process documentation of supported and direct hire positions for students. We believe that we will have met, if not exceeded, the number of students placed in paid employment positions set forth by the grant.

Number of 2018-19 WA1 subsidized placements on a school site (On-Campus): 0

To save work in progress, use the **Save** button. To save and confirm that the End-of-Year Report is complete, use the **Ready to Submit** button. This will check for completeness and lock the report to all but the Project Contact, who will review the entire End-of-Year package before submitting it to CDE.