

File ID Number	14-1014
Introduction Date	6/11/14
Enactment Number	14-0983
Enactment Date	6-11-14
By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

To: Board of Education
From: Dr. Gary Yee, Acting Superintendent

Subject: **District Submitting Grant Renewal Application**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant renewal application for OUSD schools for fiscal years **2014-2015** to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant renewal application for OUSD schools for the **2014-2015** fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
14-1014	X	Grant	Oakland Unified School District for Castlemont HS, Children's Learning Center, Coliseum College Prep, Community Immersion Program, Dewey HS, Fremont Federation, Life Academy, McClymonds, Met West, Oakland HS, Oakland TECH, Skyline, Rudsdale/Sojourner Truth, Bret Harte, West Oakland MS, Frick, Montera, Roosevelt, Westlake & UFSA.	The grant provides funding to the Programs for Exceptional Children Department to provide instructional services and support for career transition and employment.	7/1/2014 thru 6/30/2015	California Department of Education	\$305,884.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant project at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

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

- Grant valued at: \$305,884.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant renewal application for OUSD schools for fiscal year **2014-2015** to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

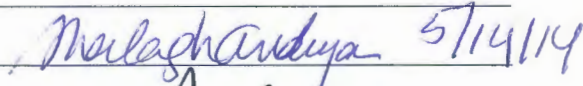
ATTACHMENTS: Statement of Assurances, Program Budget and Ed. Code Requirement

OUSD Grants Management Face Sheet

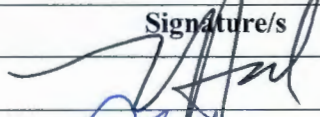
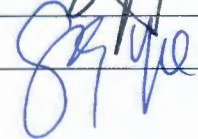
Title of Grant: WorkAbility I	Funding Cycle Dates: July 1, 2014- June 30, 2015
Grant's Fiscal Agent: (contact's name, address, phone number, email) Sheilagh Andujar, Associate Superintendent Programs for Exceptional Children 2850 West Street Oakland, CA 94608 (510) 874-3700 sheilagh.andujar@ousd.k12.ca.us	Grant Amount for Full Funding Cycle: \$305,884
Funding Agency: California Department of Education Special Education Division	Grant Focus: Transition & Employment Support
List all School(s) or Department(s) to be Served: High Schools: Castlemont HS, Children's Learning Center, Coliseum College Prep, Community Immersion Program, Dewey HS, Fremont Federation, Life Academy, McClymonds, MetWest HS, Oakland HS, Oakland TECH, Skyline, Rudsdale/Sojourner Truth Middle Schools: Bret Harte, Claremont, Frick, Montera, Roosevelt, Westlake, United for Success Academy, West Oakland MS, CCPA	

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 & pre-vocational training workshops, develop employment opportunities for students and assist in the development of IEP transition goals.
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 4.57% 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. WAI also conducts a follow-study for those students who have exited the district for up to two years 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/ DA), teacher participation and collaboration to connect with students & parents, 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 5.17% 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.)	Petrina Alexander, WorkAbility I Coordinator, TSA PEC/WorkAbility I 2850 West Street Oakland, CA 94608 (510)874-3724 (510)874-3725 fax petrina.alexander@ousd.k12.ca.us

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head	Sheilagh Andujar		5/14/14

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		5/21/14
Superintendent	Dr. Gary Yee		

Statement of Assurances WorkAbility 1 2014-15

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Printed 5/14/2014

Project Number **088-03**
Grantee Name Oakland USD
Mailing Address 1000 Broadway
City, State, Zip Oakland, CA 94612
WA1 Project Contact Petrina Alexander, (510) 874-3724

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.

NOTE TO NONPUBLIC SCHOOL (NPS): Grantees do not complete a Consolidated Application. Therefore, if your agency is an NPS, then you must download, print, and return a signed Drug-Free Workplace Certification that is available on the CDE Funding Tools and Materials Web page at <http://www.cde.ca.gov/fg/fo/fm>.

2. Upon receipt of both the signed Grant Award Notification (AO-400) and applicable certification, grant monies will be issued to your County Treasurer. Please ensure these funds are appropriately reported by using the Standardized Account Code Structure (SACS) codes as indicated in this award.
3. All approved project funds must be expended within the designated award period and for no more than the total amount indicated. All funds must be expended or legally obligated by the award ending date. This grant shall be administered in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA).
4. Grantees 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.
5. The use of WorkAbility I funds must be used to implement the WorkAbility I program as indicated in the project plan. Grantees must have representation from their WorkAbility I program staff at two region, and one state-required meeting per year. WorkAbility I project staff participates in all mandatory regional trainings and meetings as defined in the WorkAbility I bylaws. Grantees that receive committee funds must have representation by their WorkAbility I committee member at up to four required committee meetings each year.
6. The grantee must submit to CDE a **Mid-Year Expenditure Report and required financial reports**, due no later than February 15, 2015, for the reporting period of July 1, 2014, through December 31, 2014. If reported expenditures are less than the initial payment, then the scheduled mid-year payment will be reduced proportionately.
7. In order to receive funds in a timely manner, the grantee must submit to the CDE a **Final Expenditure Report and required reports**, due no later than September 1, 2015. Upon receipt of the Final Expenditure Report, up to 100 percent of the grant will be reimbursed. Failure to submit the Final Expenditure Report prior to next year's state grant award issuance will result in no more than 25 percent of next year's funds being released.
8. Under CDE authority, if your agency was identified as noncompliant with programmatic requirements, special conditions will be imposed. The State Superintendent of Public Instruction may authorize the CDE to withhold partial or total funding. Those agencies with noncompliance will receive notification of special conditions. No payment will be released to agencies with special conditions until the CDE receives written notification from the agency agreeing to the special conditions.
9. 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.
10. Students receiving Special Education services will be provided equal access to vocational education/technical/career programs and initiatives.
11. 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.
12. Special education students enrolled in private schools have the opportunity to participate in this program.
13. The following program evaluation and renewal information will be compiled and reported by the WorkAbility I Grantee to the CDE: (a) student data; (b) program funds [staffing and program cost]; and (c) End-of-Year Report and Renewal Application.

Statement of Assurances
WorkAbility 1 2014-15

- 14. The project director will attend meetings as required by the WorkAbility I bylaws and submit all mandated documentation within required timelines.
- 15. The WorkAbility I Grantee will provide the project director with adequate administrative authority to provide coordination of career technical education and Special Education resources.
- 16. The WorkAbility I Grantee will provide the project director resources, including equipment, to comply with WorkAbility I data collection requirements.
- 17. Every employed WorkAbility I student under age 18 shall have an approved work permit on file at the employment site and a copy shall be filed with the WorkAbility I Grantee.
- 18. The WorkAbility I 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.
- 19. Work based learning opportunities must be provided in compliance with the Work Experience Education (WEE), Regional Occupational Center and Programs (ROC/P), and Community Based Vocational Instruction (CBVI).
- 20. The WorkAbility I 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 Americans with Disabilities Act and other appropriate legislation.
- 21. This program is a California public school district, NPS, or county office of education.
- 22. This program has support of the local governing board.
- 23. This program collaborates and leverages resources to provide a full array of student services with minimum administrative cost.
- 24. This program is accountable as defined by student, program, and fiscal outcomes.
- 25. This program actively participates in community of practice efforts, involving key stakeholders.
- 26. When students are paid the minimum wage, it will not exceed the prevailing minimum wage of the city in which the student is employed.

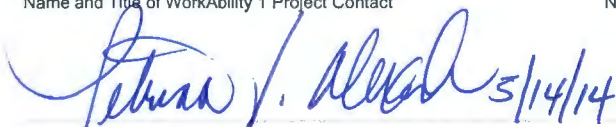
I hereby certify that to the best of my knowledge, the programs and services outlined in this proposal meet all the requirements listed above and I agree to the assurances listed.


Petrina Alexander, WAI Program Coordinator, TSA


Gary Yee, Superintendent

Name and Title of WorkAbility 1 Project Contact

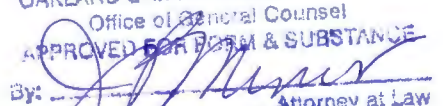
Name and Title of Superintendent/Authorized Representative


Signature Date 5/14/14


Signature Date 6/11/14


David Kakishiba
President, Board of Education


Gary Yee, Ed.D.
Secretary, Board of Education

OAKLAND UNIFIED SCHOOL DISTRICT
Office of General Counsel
APPROVED FOR FORM & SUBSTANCE
By: 
Attorney at Law

**WorkAbility 1 Special Grant 2014-15 PROJECTED Budget
Oakland USD (088-03)**

WA1 Project Contact Petrina Alexander, WAI Program Coordinator, TSA
 Email petrina.alexander@ousd.k12.ca.us
 Phone (510) 874-3724
 Summer Phone (510) 772-6721
 Fax (510) 874-3725
 LEA Type SELPA

CDE Use Only

CERTIFICATION

All budgets are printed and submitted to CDE, but only Final Budgets and Budget Amendments must be signed. For Projected Budgets, the Project Contact is required to make the following certification statement:

As Project Contact for the Oakland USD WorkAbility 1 Project, I certify that I have obtained the necessary approvals from my district regarding this Projected Budget.

PROJECTED Funding	PROJECTED Amount for 2014-15	Grant Reporting Period
Total PROJECTED Budget (use 2013-14 amount)	\$315,064.00	7/1/2014 – 6/30/2015

CDE Use Only

Reviewed and Recommended for Approval By _____ Special Education Division Consultant _____ Date _____

Object of Expenditures			Budget Amounts
Line	Account	Classification	Budget Date: 5/14/2014
1	1000	Certificated Salaries	\$ 62,684.00
2	2000	Classified Salaries	\$ 147,387.00
3	3000	Employee Benefits	\$ 61,512.00
4	4000	Books and Supplies	\$ 8,925.00
5	5000	Services and Other Operating Expenses	\$ 10,339.00
6		Total Direct Costs (Subtotal)	\$ 290,847.00
7		Indirect Cost 5.17 %	\$ 15,037.00
8		Total Budget	\$ 305,884.00

**WorkAbility 1 Special Grant 2014-15 PROJECTED Budget
Oakland USD (088-03)**

Project Description:

The OUSD WorkAbility I program provides resources and personnel support to integrate work-readiness skills in the curriculum, conduct career/vocational assessments and pre-vocational workshops, develop employment opportunities for students and assist in the development of transition goals. Program activities are centered on an array of services consistent with the California Ed. Code. WorkAbility I staff work collaboratively with teachers to offer career awareness and employment development activities support student transition.

Based on 2013-14 funding:

PROJECTED Number of High School Students funded to serve for 2014-15: **640**

PROJECTED Number of High School Students to place in paid employment positions for 2014-15: **160**

PROJECTED Number of Middle School Students funded to serve for 2014-15: **206**

PROJECTED Middle School funds for 2014-15 (already included in Budget Total): **\$68,804.00**

Line	Account	Classification	Budget Amounts	
1	1000	Certificated Salaries	\$62,684.00	
	\$54,326	(HS)	<u>Petrina Alexander</u> , OUSD WorkAbility I Program Coordinator, TSA	0.650 FTE @ \$83,579/yr FTE
			Coordinate WAI program district-wide and supervise program staff members to ensure implementation of array of services for high school program participants. Responsibilities include facilitating staff meetings to assist teachers in understanding the mission of WAI and student referral process, support classroom teachers with the integration of pre-employment materials provided, marketing WAI program to parents, students, school site staff, employers, and community agencies. Create annual budget based on program needs and activities, monitor WAI budget expenditures and work with financial officers to ensure grant compliance.	
			Serve WAI program participants at designated high schools, conduct job-readiness workshops, interview students to assess career/employment interests, provide counseling and guidance related to careers and post-secondary education, and develop work opportunities for students with employment partners. Attend mandatory WAI trainings.	
	\$8,358	(MS)	<u>Petrina Alexander</u> , WorkAbility I Program Coordinator, TSA	0.100 FTE @ \$83,579/yr FTE
			Organize and coordinate WAI activities for middle school students to identify and explore career interests. Create opportunities for career exploration in the community and with local businesses. Facilitate collaboration with school site teachers and assigned WAI middle school liaison to ensure implementation of WAI middle school array of services.	
2	2000	Classified Salaries	\$147,387.00	
	\$45,150	(HS)	<u>Lillian Johnson</u> , WAI Employment Specialist	1.000 FTE @ \$45,150/yr FTE

WorkAbility 1 Special Grant 2014-15 PROJECTED Budget
Oakland USD (088-03)

			<p>Assist in the coordination and implementation of high school program activities, works directly with program participants at designated high schools to offer an array of services, conducts Get Ready! pre-employment workshops, interviews and provides career assessments to students to determine employment interests, develops work opportunities, places students to work with various employer partners, and monitors work performance to meet employer expectations for potential transition to unsubsidized employment.</p>
	\$2,500	(HS)	<p>25.00 hrs X \$100.00/hr After hours extended time as required to complete follow-up study phone calls and input data electronically.</p>
	\$34,017	(MS)	<p><u>Victor Littles</u>, Community Relations Assistant II 0.700 FTE @ \$48,596/yr FTE 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 WorkAbility I. Organizes field trips to local businesses, colleges and training programs to inform students of higher education opportunities. Performs general office duties, maintains payroll and other confidential employment records.</p>
	\$65,720	(HS)	<p>Student Wages: 106 students X 80.00 hours X \$7.75 per hour</p>
3	3000	Employee Benefits	\$61,512.00
	\$3,352	(HS)	<p>Worker's Comp benefits for 100 students</p>
	\$22,274	(HS)	<p><u>Petrina Alexander</u>, OUSD WorkAbility I Program Coordinator, TSA Salary: \$54,326 Certificated</p>
	\$18,512	(HS)	<p><u>Lillian Johnson</u>, WAI Employment Specialist Salary: \$45,150 Classified</p>
	\$13,947	(MS)	<p><u>Victor Littles</u>, Community Relations Assistant II Salary: \$34,017 Classified</p>
	\$3,427	(MS)	<p><u>Petrina Alexander</u>, WorkAbility I Program Coordinator, TSA Salary: \$8,358 Certificated</p>
4	4000	Books and Supplies	\$8,925.00
	\$3,000	(HS)	<p>Instructional materials- career college reference books, interest inventories, employment/educational information DVD's, posters, and work interview/uniform clothing items for student training and employment, tools/supplies for work simulation activities and special projects.</p>
	\$2,500	(HS)	<p>Office supplies and consumables to maintain student records, document student activities and data entry.</p>
	\$ 630	(HS)	<p>Bus tickets for student work based learning activities</p>
	\$ 375	(HS)	<p>BART tickets for student work based learning activities and study tours.</p>

WorkAbility 1 Special Grant 2014-15 PROJECTED Budget
Oakland USD (088-03)

	\$2,000	(MS)	Office supplies and consumables for student activities. Instructional materials-career/college exploration materials, DVD's, posters and interest inventories	
	\$ 420	(MS)	Bus tickets for community based learning activities and study tours	
5	5000	Services and Other Operating Expenses	\$10,339.00	
	\$2,500	(HS)	Required travel for trainings and business meetings for WAI staff.	
	\$2,400	(HS)	Mileage for WAI staff to travel between school sites, community agency meetings, job develop and monitor students at work.	
	\$1,500	(HS)	Bus service to commute students to community and business industry events.	
	\$1,500	(MS)	Bus transportation for community outings/industry tours	
	\$1,039	(MS)	Admission fees for community outings/industry tours	
	\$ 800	(MS)	Travel expenses for Middle School program staff to attend WAI business meetings and trainings.	
	\$ 600	(MS)	Mileage for staff to travel to various middle school sites, meetings with local community partners and conduct program activities.	
7		Indirect Cost: 5.17%	\$15,037.00	
Total Budget			\$305,884.00	

WorkAbility 1 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 1 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 1 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 1 achieves this mission primarily by providing work-based learning experiences for all WorkAbility 1 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 250 words or less how each of the above requirements is implemented by your WorkAbility 1 site:

HIGH SCHOOL GRANT

1. Recruitment

WAI personnel meet with staff at each school to identify students that will be best served by the program. WAI staff gives classroom presentations to review the objectives of the program and connect with students who want to participate in the pre-employment workshops offered. OUSD WorkAbility I staff has created program promotional materials to share the mission and program goals with parents, staff and administrators. Staff attends back to school events, and the Community Advisory Committee meetings to make parents aware of the services offered by our department.

2. Assessment

A variety of career assessments/ inventories/questionnaires are available in the WorkAbility I office for teachers to utilize and assist students in identifying their occupational interests. WAI staff work with classroom teachers to complete career assessments, so that the information can be used to develop individualized career and education plans, transition goals and training opportunities for students.

3. Counseling

WorkAbility I program participants are counseled individually and in small group settings, about their desired career interests and students are directed to counselors, agencies, and programs

that can assist them in pursuing their goals. Special education case manager communicate with WA staff of students in need of additional support to stay connected to school, via work-based learning opportunities. WorkAbility staff meets regularly to share concerns about student academic/behavior issues and identify strategies to best serve and meet the student's needs or refer them to the appropriate community agency. Students are also counseled about higher education opportunities that will help them to pursue their stated professional interests.

4. Pre-employment skills training

All WorkAbility I staff conduct "Get Ready" employment skill development workshops at each school site to prepare students for job training opportunities and placement. Pre-employment training session topics include: application skills, resume writing, interview preparation, customer service, business etiquette, work ethics, safety in the workplace and job retention. Students are given the opportunity to practice these skills before seeking competitive employment or meeting employer partners for job placement.

5. Vocational training

At each high school, the OUSD Career and College Readiness Office (CCRO) offer various career academy programs that students may apply to during their ninth grade year. These career academies give students exposure to different career industry pathways. Students are informed of these academy choices and encouraged to apply based on their career interests. Students are also exposed to community based vocational training opportunities at the annual district-wide WorkAbility I Career Expo, where they are able to meet program representatives and be informed of the application process. Interested students are also taken on study tours to visit local training program throughout the school year.

6. Student wages for subsidized employment

Students that participate in the "Get Ready" pre-employment skill development workshops, meet attendance and g.p.a. requirements and are interested in working may apply to the Work Experience program offered by OUSD WorkAbility I.

In the workshops, students are prepared to interview with employer partners that offer training opportunities related to their interests. Once selected by an employer for a position, a training agreement is prepared and signed by all parties (employer, student, parent, WA/OUSD staff) outlining the duties the student will perform. 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.

All work experience education students may participate in an employment training opportunity for up to 80 per school year. The training hours per try-out opportunity will be determined by WorkAbility staff and may differ based on identified student need for transition to unsubsidized employment.

Priority for placement in employment try-out opportunities is as follows:

Young Adult Program Participants
Special Day Class/ NSH students (11-12th grade)
Resource Specialist students (11-12th grade)
High School SH students (12th grade)

*Within each category, work opportunities are first provided to students with no previous work experience.

7. Placement in unsubsidized employment

WorkAbility staff develops direct hiring opportunities for students by attending local job fairs and

meeting with employers to market our program and the student clientele served. Students who have previously completed a subsidized work opportunity are referred to, and supported in completing the application and enrollment process with community organizations that provide internships and work opportunities. Information about hiring opportunities is shared with students via "Job Alert" postings, pre-employment workshops, emails and text messages. Students contact the employment specialists to get assistance in following through the application process and interview preparation. Local hiring managers have supported our work placement efforts by granting interview opportunities, when they have been alerted that a WA student has applied for a position. Additionally, while students are in a subsidized work placement, they are monitored and evaluated regularly to assist them in meeting employer expectations to become hired.

8. Other assistance with transition to a quality adult life

WorkAbility I partners with the OUSD Transition Partnership Project (TPP) which is a collaborative effort between OUSD and the Department of Rehabilitation (DOR) to provide post-secondary vocational support services. High school juniors and seniors participating in WorkAbility are referred to TPP and encouraged to apply for DOR services to assist them in their transition from high school to post-secondary training opportunities or employment. Students who complete the DOR application process participate in additional transition activities with designated TPP teachers and staff.

Marriott Bridges "School to Work Program" is another program partner, which supports students in landing competitive employment opportunities. Students who may have completed a WAI subsidized placement or want to pursue unsubsidized employment are referred and can continue to utilize these services after they exit the school district. Additionally, many of the students contacted during the follow study who indicate a need for or request employment support are referred to Bridges.

WAI students who have barriers to employment due to incarceration and probation are referred to our program partners at Youth Radio, Youth Uprising and the Youth Employment Partnership, which receive Measure Y funding, which is dedicated to provide counseling and work training to at-risk youth.

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

OUSD WAI program staff participates in planning meeting with other local agencies that offer employment resources and training opportunities to youth or serve individuals with disabilities. Our program works closely with the OUSD Career and College Readiness Office, the Marriott Bridges "School to Work" Transition program, Department of Rehabilitation, Youth Radio, Youth Uprising, and Youth Employment Partnership Program.

MIDDLE SCHOOL GRANT

1. Recruitment

At the beginning of each school year, the Resource and SDC teachers at designated middle schools are contacted to cultivate student participation in the WorkAbility I program. Each teacher is provided a curriculum outlining the program mission statement, outcomes, goals, schedule and student learning outcomes, which also provided to students and their parents. We have a program brochure describing the services offered and have attended Back to School nights to distribute materials about the program. In our presentations to students, staff and families we discuss the importance of introducing careers to special needs students at an early age and share literature that supports the premise that students who are exposed to college and career workshops have higher graduation rates.

2. Assessment

At the beginning of each workshop series, students are given an assessment to determine their hobbies and personal interests. The students are taught that hobbies are a great way to develop various skill sets and determine potential career paths. The information obtained from these assessments is used to create follow-up lessons, invite guest speakers and coordinate community outings and industry tours. The information about their interests, strengths and likes are recorded in their middle school portfolio folders, which are updated at each grade level to document their interests over time. These portfolios are left with the classroom teacher to include in the student's IEP file, that will go with them to high school.

3. Counseling

Students are supported individually and in small group settings outside of the workshop to better assess their interests and develop a rapport with them to provide encouragement to maintain good grades. A middle school Roadmap to College checklist was created by WAI to inform students of the types of classes and activities that will prepare them to find greater success in high school. Eighth grade students are provided a special workshop that teaches them how to navigate high school, graduation credit requirements, calculating g.p.a, and career academy options available at each site.

4. Pre-employment skills training

At the middle school level, pre-employment workshops stress the importance of exhibiting appropriate and professional behavior. Students are taught that classroom expectations parallel work world expectations. Students are taught to uphold important character standards which may dictate their access to future opportunities for themselves. The weekly workshops also exposes them to a variety of career options, post-secondary training opportunities, local training programs and youth development organizations. Each year, the workshops have a different emphasis related to transition and career awareness (Career Awareness & Exploration, College Awareness & Readiness, Social skills & Etiquette, Money Management and Physical/Mental health). Upon completion of the workshop series, the middle school students participate in industry tours, which allows them to observe and connect with professionals in their natural work environment and participate in hands on work related activities.

5. Vocational training

Vocational training opportunities are developed based on the student assessment results. Students research career options, via the internet, Careers without College & Career Targets curriculum resources, interactions with guest speakers, and industry tours. The WorkAbility program has partnered with The Crucible and Cypress Mandela Training Center, non-profit organizations that allow students to participate in hands on workshops in the fine and industrial arts and construction trades and learn about community classes and pre-apprenticeship training options. Students tour local community colleges to learn about the employment certificate training programs offered and concurrent enrollment opportunities. In addition, eighth grade students who have completed WAI workshops and meet academic and behavioral expectations are invited to attend the WAI summer program to obtain an employment "try-out" opportunity.

6. Other assistance with transition to a quality adult life

Students, teachers, and parents are provided resource materials and informed about workshops offered by local agencies to learn of the supports available to assist students in their transition to adulthood. WAI staff attend the Community Advisory Committee to share transition related information with parents. Transition Agency Resource Cards are also made available for teachers to share with parents at IEP meetings for needed services as identified by the IEP team.

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

WorkAbility staff meet on a monthly basis with district/community partners to share program resources and information related to student transition and local employment initiatives, review caseload information to coordinate service delivery, and identify students to refer to outside agencies for additional supports.