

File ID Number	18-1569
Introduction Date	6/27/18
Enactment Number	18-1235
Enactment Date	6/27/18
By	OS



**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Board of Education**

June 27, 2018

To: Board of Education

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

Subject: District Submitting Grant Proposal - WorkAbility I Project - District's SELPA - Special Education Department

**ACTION REQUESTED:**

Approval and Acceptance by the Board of Education of District applicant submitting grant proposal for WorkAbility I Grant (Project No. 088-03), to the California Department of Education, Special Education Division, in the amount of \$318,419.00, for fiscal year 2018-2019, to provide instructional services and support for employment and post-secondary education for students of the District's SELPA, and if granted or awarded, in whole or in part, acceptance of same, pursuant to terms and conditions thereof, if any.

**BACKGROUND:**

Grant proposal for OUSD schools for the 2018-2019 fiscal year was 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
18-1569	Yes	Grant	Oakland Unified School District Schools: Castlemont HS, Community Immersion Program, Dewey HS, Fremont HS, Life Academy, McClymonds, MetWest HS, Oakland HS, Oakland Technical HS, Skyline HS, Rudsdale/Sojourner Truth, The Phillips Academy (NPS), Bay Tech, Bret Hate MS, West Oakland MS, Frick Impact Academy, Montera MS, Roosevelt MS, United for Success Academy.	The grant provides funding to the Special Education Department to provide instructional services and support for employment and post-secondary education transition.	July 1, 2018 through June 30, 2019	California Department of Education, Special Education Division	\$318,419.00

**DISCUSSION:**

The District created a Grant Face sheet process to:

- Review proposed grant projects 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 grants will be provided to OUSD schools from the funders.

- Grants valued at: \$318,419.00

**RECOMMENDATION:**

Approval and Acceptance by the Board of Education of the California Department of Education, WorkAbility I Grant (Project No. 088-03), for students of the District's SELPA, for fiscal year 2018-19, and if granted or awarded, in whole or in part, acceptance of same, pursuant to terms and conditions thereof, if any.

**ATTACHMENTS:**

Grant Face Sheet

2018-19 Renewal Application, Oakland USD (088-03)

WorkAbility I: Special Grant 2018-19 PROJECTED Budget Plan  
Statement of Assurances, WorkAbility I, 2018-2019

WorkAbility I: Education Code Requirement Report for 2017-18  
2017-18 - End-of-Year Report, Oakland USD (088-03)



**CONTRACT JUSTIFICATION FORM**  
**This Form Shall Be Submitted to the Board Office**  
**With *Every* Consent Agenda Contract.**

**Legislative File ID No.** 18-1569

**Department:** Special Education Department

**Vendor Name:** California Department of Education, Special Education Division

**Contract Term:** Start Date: 7/1/2018 End Date: 6/30/2019

**Annual Cost:** \$ 318,419.00

**Approved by:** Neena Bawa, Sondra Aguilera

**Is Vendor a local Oakland business?** Yes  No

**Why was this Vendor selected?**

The California Department of Education (CDE) offers OUSD's Special Education Department the opportunity to obtain funding to provide transition support to students related to education and employment development.

**Summarize the services this Vendor will be providing.**

CDE will provide the fiscal resources to OUSD's Special Education to provide personnel support. Instructional materials, supplemental educational experiences, and training wages for students participating in the WorkAbility I Program.

**Was this contract competitively bid?** Yes  No

If No, answer the following:

1) How did you determine the price is competitive?

N/A  
This grant provides financial 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.

2) Please check the competitive bid exception relied upon:

- Educational Materials**
- Special Services** contracts for financial, economic, accounting, legal or administrative services
- CUPCCAA exception** (Uniform Public Construction Cost Accounting Act)
- Professional Service Agreements** of less than \$87,800 (increases a small amount on January 1 of each year)
- Construction related Professional Services** such as Architects, DSA Inspectors, Environmental Consultants and Construction Managers (require a "fair, competitive selection process)
- Energy** conservation and alternative energy supply (e.g., solar, energy conservation, co-generation and alternate energy supply sources)
- Emergency** contracts [requires Board resolution declaring an emergency]
- Technology** contracts
  - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$87,800 bid limit, must be competitively advertised, but any one of the three lowest responsible bidders may be selected
  - contracts for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus, including E-Rate solicitations, may be procured through an RFP process instead of a competitive, lowest price bid process
  - Western States Contracting Alliance Contracts (WSCA)
  - California Multiple Award Schedule Contracts (CMAS) [contracts are often used for the purchase of information technology and software]
- "Piggyback" Contracts** with other governmental entities
- Perishable Food**
- Sole Source**
- Change Order for Material and Supplies** if the cost agreed upon in writing does not exceed ten percent of the original contract price
- Other, please provide specific exception**

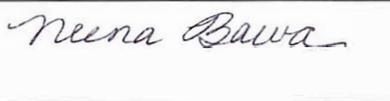
OUSD Grants Management Face Sheet

<b>Title of Grant:</b> Workability I Project	<b>Funding Cycle Dates:</b> July 1, 2018 – June 30, 2019
<b>Grant's Fiscal Agent:</b> (contact's name, address, phone number, email address) Neena Bawa, Executive Director, Special Education Oakland Unified School District 1011 Union St. Oakland, CA 94607 510-879-8176 <a href="mailto:Neena.Bawa@ousd.org">Neena.Bawa@ousd.org</a>	<b>Grant Amount for Full Funding Cycle:</b>  \$318,419.00
<b>Funding Agency:</b> California Department of Education Special Education Division 1430 N Street Sacramento, CA 95814 916-445-4613	<b>Grant Focus:</b> Employment and transition support
<b>List all School(s) or Department(s) to be Served:</b> <b>High Schools:</b> Castlemont HS, Community Immersion Program, Dewey HS, Fremont HS, Life Academy, McClymonds HS, and MetWest HS, Oakland HS, Oakland Technical, Skyline, Rudsdale /Sojourner Truth, The Phillips Academy (NPS) <b>Middle Schools:</b> Bret Harte, Frick, Montera, Roosevelt, West Oakland MS, United for Success, and 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 & 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 5.59% 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 I 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/ SEIS), 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 5.59% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	
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.)	Rachelle Sallee, Network Administrator Special Education Oakland Unified School District 1011 Union Street Oakland, CA 94607 (510) 879-8419 <a href="mailto:Rachelle.Salle@ousd.org">Rachelle.Salle@ousd.org</a>
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**Applicant Obtained Approval Signatures:**

Entity	Name/s	Signature/s	Date
Principal	Neena Bawa		6/18/18
Department Head (e.g. for school day programs or for extended day and student support activities)	Sondra Aguilera		

**Grant Office Obtained Approval Signatures:**

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



Aimee Eng, President, Board of Education 6/28/18



Kyla Johnson Trammell, Secretary, Board of Education 6/28/18

**WAI Project Information**

Grantee Name **Oakland USD**  
 Project Name **Oakland USD**  
 Project Number **088-03**  
 Street Address 1000 Broadway, Suite 398  
 City, State, Zip Oakland, CA 94607  
 Phone (510) 879-1978  
 Fax (510) 451-4364  
 LEA Type SELPA  
 Mailing Address 1000 Broadway, Suite 680  
 City, State, Zip Oakland, CA 94607

**WAI Project Contact**

Name Rachelle Sallee  
 Title Network Administrator, SPED  
 Phone (510) 879-8419  
 Summer (209) 627-8480  
 Fax  
 Email rachelle.sallee@ousd.org

**Expected to serve the following:**

**Counties:** Alameda

**Districts:** Oakland Unified School District

<b>Schools: *</b>	<b>Name</b>	<b>County</b>	<b># of Eligible Students</b>
	Bay Hill	Alameda	0
	Bay Tech	Alameda	26
	Bret Harte Middle School	Alameda	112
	Castlemont High	Alameda	134
	Claremont Middle School	Alameda	88
	Coliseum College Prep	Alameda	83
	Community Immersion Program/ On-TRAC	Alameda	95
	Dewey Academy	Alameda	19
	Edna Brewer Middle School	Alameda	142
	Emiliano Zapata Street Academy	Alameda	16
	Fremont HS	Alameda	98
	Frick Middle School	Alameda	58
	Laney College	Alameda	0
	Life Academy High School	Alameda	70
	McClymonds High School	Alameda	44
	MetWest High School	Alameda	34
	Montera Middle School	Alameda	137
	Oakland High School	Alameda	193
	Oakland International High School	Alameda	0
	Oakland Technical High School	Alameda	267
	Oakland Unity High School	Alameda	0
	Phillips Academy	Alameda	19
	Ralph Bunche	Alameda	0
	Roosevelt Middle	Alameda	91
	Rudsdale Continuation HS	Alameda	22
	Skyline High School	Alameda	319
	Sojourner Truth	Alameda	19
	United For Success Academy	Alameda	47
	West Oakland Middle School	Alameda	29
	Westlake Middle School	Alameda	97

\* The school list and number of eligible students by school are based on the current year.

	<b>2017-18 Funded</b>	<b>Actual through June 30, 2018</b>	<b>2017-18 Requested INCREASE/DECREASE</b>	<b>2018-19 Proposed Served Total</b>
Served (HS)	<b>630</b>	<b>556</b>	<b>0</b>	<b>630</b>
Served (MS)	<b>206</b>	<b>37</b>		<b>206</b>
Placed *	<b>157</b>	<b>41</b>		

\* Students placed should be no less than 25% of students funded to be served. Placed means a student working at a job earning a wage.

**WorkAbility I Special Grant 2018-19 PROJECTED Budget Plan  
Oakland USD (088-03)**

WAI Project Contact    Rachelle Sallee, Network Administrator, SPED  
 Email                    rachelle.sallee@ousd.org  
 Phone                    (510) 879-1978  
 Summer Phone        (209) 627-8480  
 Fax                        (510) 451-4364  
 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 Budget Plans, the Project Contact is required to make the following certification statement:

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

PROJECTED Funding	PROJECTED Amount for 2018-19	Grant Reporting Period
Total PROJECTED Budget (use 2017-18 amount)	\$318,420.00	7/1/2018 – 6/30/2019

*CDE Use Only*

\_\_\_\_\_  
Reviewed and Recommended for Approval By

\_\_\_\_\_  
Special Education Division Consultant

\_\_\_\_\_  
Date

Object of Expenditures			Budget Plan Amounts
Line	Account	Classification	Budget Date: 5/19/2018
1	1000	Certificated Salaries	\$ 13,150.00
2	2000	Classified Salaries	\$ 234,477.00
3	3000	Employee Benefits	\$ 43,077.00
4	4000	Books and Supplies	\$ 2,177.00
5	5000	Services and Other Operating Expenses	\$ 13,350.00
6		Total Direct Costs (Subtotal)	\$ 306,231.00
7		Indirect Cost 3.98 %	(3.98%) \$ 12,188.00
8		Total Budget	\$ 318,419.00

**WorkAbility I Special Grant 2018-19 PROJECTED Budget Plan  
Oakland USD (088-03)**

**Project Description:**

**Based on 2017-18 funding:**

PROJECTED Number of High School Students funded to serve for 2018-19: **630**

PROJECTED Number of High School Students to place in paid employment positions for 2018-19: **157**

PROJECTED Number of Middle School Students funded to serve for 2018-19: **206**

PROJECTED Middle School funds for 2018-19 (already included in Budget Total): **\$71,070.00**

Line	Account	Classification	Budget Amounts	
1	1000	Certificated Salaries	\$13,150.00	
	\$6,578	(HS) <u>Leslie Henry</u> , TSA-		0.050 FTE @ \$131,550/yr FTE 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.
	\$ 658	(MS) <u>Leslyn Henry</u> , TSA-		0.050 FTE @ \$13,150/yr FTE Facilitate collaboration with school site teachers and assigned WAI middle school liaison to ensure implementation of WAI middle school array of services. 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.
2	2000	Classified Salaries	\$234,477.00	
	\$53,625	(HS) <u>Stacy Daniels</u> , Case Manager		0.750 FTE @ \$71,500/yr FTE activities, works directly with program participants at designated high schools to offer an array of services, conducts Pre-employment workshops using the curriculum "What I Wish I Knew In School", 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.
	\$50,122	(HS) <u>Lillian Johnson</u> , Case Manager		1.000 FTE @ \$50,122/yr FTE Assists 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 Pre-employment workshops using the curriculum "What I Wish I Knew In School, 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.
	\$ 662	(HS)		60.00 hrs X \$11.03/hr

**WorkAbility I Special Grant 2018-19 PROJECTED Budget Plan**  
**Oakland USD (088-03)**

			\$50,297 (HS) Student Wages: 76 students X 60.00 hours X \$11.03 per hour	
	\$44,683	(MS)	<u>Erika Mavorquin</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 business to promote the mission of WorkAbility I. Organizes field trips to local businesses, colleges and trainings programs to inform students of higher education opportunities. Performs general office duties, maintains	0.500 FTE @ \$89,366/yr FTE
	\$17,875	(MS)	<u>Stacy Daniels</u> , Case Manager Assists in the coordination and implementation of middle school activities that develops student career awareness and future employability. Ensure implementation of WAI middle school array of services. 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.	0.250 FTE @ \$71,500/yr FTE
	\$17,875	(MS)	<u>Minyon Corcuchia-Garde</u> , Case Manager Assists in the coordination and implementation of middle school activities that develops student career awareness and future employability. Ensure implementation of WAI middle school array of services. 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.	0.250 FTE @ \$71,500/yr FTE
3	3000	Employee Benefits		\$43,077.00
	\$4,000	(HS)	(HS) Workers Compensation benefits for projected student wages for 2016-17 fiscal year (~80 students).	
	\$6,153	(HS)	<u>Stacy Daniels</u> , Case Manager Classified	Salary: \$53,625
	\$6,153	(HS)	<u>Lillian Johnson</u> , Case Manager Classified	Salary: \$50,122
	\$4,153	(HS)	<u>Leslie Henry</u> , TSA- Certificated	Salary: \$6,578
	\$6,153	(MS)	<u>Erika Mavorquin</u> , Community Relations Coordinator Classified	Salary: \$44,683
	\$6,153	(MS)	<u>Stacy Daniels</u> , Case Manager Classified	Salary: \$17,875
	\$6,153	(MS)	<u>Minyon Corcuchia-Garde</u> , Case Manager Classified	Salary: \$17,875
	\$4,153	(MS)	<u>Leslyn Henry</u> , TSA- Certificated	Salary: \$ 658
4	4000	Books and Supplies		\$2,177.00

**WorkAbility I Special Grant 2018-19 PROJECTED Budget Plan  
Oakland USD (088-03)**

	\$1,377	(HS)	Office supplies and consumables to maintain student records, document student activities and data entry.  Reference materials, work interview/uniform clothing items for student training and employment.  Bus/BART tickets for students to travel to work-based learning opportunities.	
	\$ 800	(MS)	Consumables to maintain student records, document student activities and data entry.	
5	5000	Services and Other Operating Expenses		\$13,350.00
	\$10,350	(HS)	Mileage for WAI staff to travel between school sites, community agencies, and job sites.  Travel to required business meetings and trainings for WAI staff.  Bus transportation for community outings/industry tours	
	\$3,000	(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.  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	
7		Indirect Cost: 3.98%		\$12,188.00
	Cost of district administrative services and support			
Total Budget				\$318,419.00

**Statement of Assurances**  
**WorkAbility I 2018-19**

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Printed 5/29/2018

Project Number      **088-03**  
Grantee Name        **Oakland USD**  
Mailing Address     **1000 Broadway, Suite 680**  
City, State, Zip    **Oakland, CA 94607**  
WAI Project Contact **Rachelle Sallee, (510) 879-8419**

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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/fq/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, 2018, through December 31, 2018. 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, 2019. 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).



### **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.

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

### **HIGH SCHOOL GRANT**

#### **1. Recruitment**

OUSD's Workability team will engage in an aggressive recruitment initiative by:

1. Presenting at Special Education Department meetings at the beginning and throughout the year to provide teachers with an overview of the array of services, the curriculum framework, answer questions, respond to concerns and/or collaborate to create effective lessons to support the WAI workshops.
2. Meet 1:1 with new Special Education case managers to develop a deeper understanding of the program and support with the recruitment process
3. Monthly 1:1 check in with each administrator supervising/overseeing the Special Education Program at their site to identify students who may benefit from the program, to address concerns or celebrate successes
4. Provide teachers with recruitment packets and arrange a time to meet the class and pick up recruitment materials
5. Establish site hours for students to drop in to pick up or submit recruitment packets
6. Submit a "morning announcement" to be read each day in the classroom during the recruitment weeks
7. Send out "Spread the Word" text messages to current students to share with new or incoming students in their classes
8. Identify students in need of employment development support and connect with youth seeking work opportunities by hosting lunch time meet and greets as school sites
9. WAI staff will contact parents directly to inform them of the services available to their children, when teachers make it difficult for students to meet with and serve students directly at school

sites by creating a list to email or text information. Once students become recruits this list can be updated to increase parent, school, community relationships

In addition, the OUSD Workability team will attend Parent Forums, and other school events to share information about the mission and goals of the program in an effort to provide greater community awareness. Finally, the WAI team will create and implement professional development to ensure staff and district administrators are kept abreast of the program initiatives, program success and challenges.

## **2. Assessment**

OUSD students' are taught to communicate their interests in an effort to prepare them to be college and career ready. The Workability team will use formal and informal assessment tools to identify students' abilities, interests and skills. Interest Inventories also assist the Workability Team with planning field trips, workshops, presentations, career fairs, and other career activities. 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**

The OUSD Workability Team coordinate efforts with Special Education Case Managers, Site Psychologists, Counselors and Administrators to augment the students opportunities to receive career and vocational information. WorkAbility students meet with school site personnel to receive individual and group counseling relative to their career interest, career research, self efficacy, self advocacy or in the development of transition goals. In addition, the Workability Team supports this process by meeting with students as well to discuss credits, course needs and requirements for potential employment. Individual and group counseling also assists our high school students as they prepare for state exams, final exams (or an alternative), or the CAP Stone Project (Research Based). All Workability students receive pre-vocational counseling from the Workability Case Managers in conjunction with the career assessment review. These counseling sessions emphasize the importance of self advocacy and the SEL tenets (social awareness, responsible decision making, self awareness, self management and relationship skills.) This counseling aligns with the OUSD SEL standards and framework.

The Workability team coordinates college tours, DSPS presentations, field trips to learn about and experience a variety of career options. The Workability team meet to identify strategies to support students with academic, social emotional, or behavior challenges. This provides greater opportunities to make appropriate referrals to provide support. Also, students and families are afforded additional counseling if they qualify for services through the Department of Rehabilitation or the Regional Center East Bay. 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 Workability staff share this information at Transition IEPs or other communication with families.

#### **4. Pre-employment skills training**

The Workability staff concentrates on skills that prepare students for a vocation, career, or college which ensures they will be prepared for competitive integrated employment. The Workability Case Manager collaborates with the Special Education Case Manager, Site Transition Lead, and/or Career Center Lead to integrate pre-employment skills into lesson. The team work with students individually or in small groups on skills that include:

- Self Advocacy
- Getting a License or State ID
- Money Management
- Social Skills
- Workplace Etiquette
- College/Career Research
- Work Ethics

In addition, the Workability staff work with students in order to develop career skills:

- Resume Development
- Cover Letters
- Completing Job Applications
- Mock Interviews
- Job Shadowing

The OUSD Workability Team will use the online curriculum "What I Wish I Had Learned In School." The curriculum allows staff to create a curriculum framework that supports pre-employment and post employment skills. Students also have the opportunity to gain pre-employment skills during the Workability Summer BootCamp. During the summer the Workability team cover general career topics including but not limited to:

- Employment Search
- Completing Applications
- Interview Skills
- Soft Skills (Aligned with OUSD Social Emotional Learning (SEL) Standards)

Some of the industry tours the Workability Team coordinate include, but is not limited to:

- AT&T
- Postal Service
- Kaiser Hospital
- Various Community Colleges

Parents are updated through text blasts, Newsletters, email, parent meetings and student celebrations.

#### **5. Vocational training**

OUSD's comprehensive high schools align their programs with Linked Learning. Linked Learning provides rigorous core content to prepare students for college or career, assist students in developing professional skills with industry knowledge which is integrated into the core courses, lessons and projects. The program provides a variety of real-life experiences including mentoring, job shadowing, internships and exposure to possible career paths. Ninth graders have the opportunity for career exploration so that they can sign up for the career pathway of their choice during their sophomore year. Some of the Pathways are:

- Computer Science Pathway
- Visual Arts and Performing Arts Pathway
- Fashion Design and Art Pathway
- Engineering Pathway
- Education/Child Development
- Health Services Pathway
- Green Energy Pathway

The Workability Team collaborates and partners with Pathway teachers and staff to provide support, offer workshops, co-plan career fairs, setup field trips, training programs and integrate workshop strategies into lessons that are applicable. In addition, the Workability Team work in tandem with the high school pathways to assist scholars with IEPs to secure summer internships and paid career opportunities. Also, the Workability staff works in concert with the community college partners to promote concurrent enrollment into introductory trade and career exploration courses. Finally, the Workability staff will use the new curriculum to bolster vocational training to ensure scholars are ready to thrive in the workplace.

## **6. Student wages for subsidized employment**

Students for subsidized employment can be self-referred, referred by the school site, or IEP team. Students who participate in the Summer Boot Camp are given priority because they have received the training and developed the skills. Next, students with little to no experience who participate in the Workability Workshops are considered. 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 the OUSD discipline guidelines.

In order to receive consideration for paid work, the student must:  
Participate in Employment Workshops, which prepares them to interview with selected partners that are offering training opportunities  
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  
Demonstrate reasonable SEL skills  
Demonstrate the ability to 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  
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 meetings with employers in person, facetime, SKYPE or Google HangOuts. Case Managers will review Employment Progress Review in one on one meetings. This information will be shared in the Transition Summary during the IEP meeting.

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 experience.

## **7. Placement in unsubsidized employment**

WorkAbility Case Managers have developed an array of business partners that have faithfully employed OUSD students. Also, the Workability staff coordinates direct hiring with opportunities by attending local job fairs, setting up one on one meetings, and phone conferences. When a job

becomes available, the Workability team member contacts the employer to set up an interview prior to the beginning of a work experience. The Workability Case Manager assist the students with completing pertinent task to secure the job, such as completing the application, updating the resume and cover letter, and interview coaching. The employer determines job placement. Once the student has been hired the Workability team focuses on the SEL skills that are necessary for the students to retain employment. In addition, the Case Manager provides support and assistance related to training, placement, mobility, and retention. A key component of the Workability Case Manager's responsibilities include interfacing with parents/guardians/caregivers, employers, and school staff to share job training, performance and progress.

The Community Relations Coordinator maintains a directory of partner community organizations and business in addition to organizations or business that are currently hiring direct placements. Update hiring and job information is shared with students via text message, Instagram, the Workability Facebook page, email or the Workability Newsletter. In addition, Workability Case Managers share the information with teachers and school sites to post and share with students in the classroom.

Students receiving direct hire are monitored and evaluated on a regular basis in order to ensure they are meeting the employers expectations and building skills for the future.

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

#### **8. Other assistance with transition to a quality adult life**

WorkAbility team utilizes supports and resources from a variety of organizations including Job Corp, Independent Living Center, Department of Rehabilitation, Regional Center East Bay and other district level Workability teams in an effort to keep abreast of current research, techniques, strategies, and services. Workability will partner with ILC to offer workshops on financial literacy, housing, and other independent living skills. In addition, Workability will co-sponsor the OUSD Transition Fair, have a representative at CAC meetings to share transition related information and provide site Case Managers with transition information to share at IEP meetings. Workability 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. The Workability staff uses county resource guides, make phone calls, and Google agencies to ensure the information is relevant when updating the Transition Guidebook. Workability 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**

A member of the Workability Team participates on the LPA committee to enhance and coordinate services with our local partners. The LPA committee meets once a month to share ideas, resources and to ensure the CIE blueprint is being implemented with fidelity. The LPA keeps the team apprised of legislative updates, local issues related to transitions, and labor market news. In addition, the Workability team will create an interdisciplinary advisory committee to continue the work on researching and implementing best practices to meet the diverse needs of the students we serve. The committee will meet quarterly to review, reflect and plan. The committee will include the new Transition Leads at the comprehensive high schools, TPP, CaPROMISE, Career/Tech Leads, a community representative, student ambassadors and site based staff members. In addition, the Workability Team will have a representative at the DOR quarterly meetings in an effort to align and coordinate resources and services. Also, the LPA monthly members will serve as a form of connecting, sharing, developing and planning to provide greater resources to support the districts in Alameda County.

## **MIDDLE SCHOOL GRANT**

### **1. Recruitment**

At the start of the school year Workability Case Managers will meet with Special Education Case Managers to explain the components of the Workability program. All students in the selected Middle School classroom participates in the Workability Workshops. The Workability Case Manager will support the selected Special Education classrooms and provide an overview of the Workability program through presentations, workshops and other hands-on activities. Parents will receive a letter introducing the program and a handout with an overview of services and workshop topics. The Workability Case Managers will provide Middle School students Pre-Employment, SEL and Career Exploration Workshops aligned with the OUSD Workability Curriculum Framework. Students who need more individualized services are either self-referred or referred by their special education teachers and/or IEP team for additional pre-employment skills.

### **2. Assessment**

The middle school students will participate in a variety of surveys, inventories and assessments in grades seven through eight to identify individual preferences, interests, skills and abilities. Middle School students will use the online assessment California Career Zone. A copy of the assessment will be provided to the Special Education Case Manager to utilize for transition planning. 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.

Middle School students will be assessed each year using a variety of tools based on reading skills including but not limited to:  
UCanGo2 Interest Inventory

In addition Workability Case Managers will use informal assessments to gauge the students' understanding of the WorkShop Modules:

- Understanding Self
- Exploring Careers
- Goal Setting/Decision Making
- Understanding the Workplace
- Workplace Skills
- College and/or Career Action Plan

Some online tools that will be utilized include the following online assessments:

- Career Planning Checklist: Middle School
- CareerShip
- Career Zone
- Middle School Personality Test
- 123Test-Career Aptitude Test (With Pictures)

### **3. Counseling**

The Workability Team collaborates with site Guidance Counselors and Special Education Case Managers to assure that all Middle School students receive vocational/career information. Middle School students meet with their site Case Manager and Counselor to review and discuss transition to high school, including high school expectations, graduation requirements, pathways to postsecondary education or employment and the two types of graduation options. The Workability team will provide pre-vocational counseling in conjunction with sharing assessment results. The Workability Case Manager coordinates a workshop on "Understanding the Workplace," which includes self advocacy, respect, communication and working together. The Workability Case Managers will provide feedback to assist the Special Education Case Manager

with transition plannings. This provides greater opportunities to make appropriate referrals to provide support. Also, students and families are afforded additional counseling if they qualify for services through the Department of Rehabilitation or the Regional Center East Bay. 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 Workability staff share this information at Transition IEPs or through other communication with families.

#### **4. Pre-employment skills training**

The Workability Case Manager will use activities from “Skills To Pay Bills” to augment soft skills in alignment with OUSD’s SEL Standards. The Workability Case Manager will provide Workshop lessons to emphasize the importance of listening, following directions, being on time, task completion, self advocacy and proper communication. In addition, emphasis will be placed on the importance of attendance, respect, and collaboration. These workshops expose program participants to career and post-secondary education options, local training programs, and youth development organizations. Teachers and parents will receive student activity samples and project rubrics. Upon completion of the workshop series, teachers work with staff to plan a community outing/industry tour, which allows them to meet and observe professionals in their natural work environment. Some industry tours include:

Oakland Zoo  
Pizza Hut  
Community College Vocational Programs

#### **5. Vocational training**

The Workability Team will provide field trips to local businesses in an effort to reinforce the skills learned in the workshops and to emphasize the skills needed in the workplace. In addition, Workability staff will co-sponsor Middle School Career Fairs. Career Fairs typically are comprised of local attorneys, nurses, musicians, artists, hair stylists and restaurant owners. The Workability staff will implement the “When I Grow Up Project” The “When I Grow Up Project is a career research, project based learning activity. During this activity the students research their selected career, find a local professional in their career field and call to schedule a phone, in person or email interview. The students have to prepare a PowerPoint, When I Grow Up Tri-Fold board, and secure items that represent their career choice. The students dress up in attire that best represents their career choice and present in exhibition style to share their research, career interests, and creativity with parents, staff, district and community members. Middle School students are encouraged to engage in volunteer work to bolster and develop vocational skills. Students are encouraged to keep a volunteer log. Some volunteer locations include, but are not limited to:

Safeway  
Recycling Center  
Food CoOp  
School Cafeterias  
Libraries

The Workability staff in conjunction with the school site provide guest speakers. Guest speakers have included Oakland’s mayor, board members, and local business people.

Parents will receive sample work and any assessments at IEP meetings. The Workability team will sponsor a Transition Faire where parents can receive information about vocation/careers, college planning and support and additional resources to support students during transition. This Faire provides Middle School parents with insight and the opportunity for advance planning. Finally, eighth graders transitioning to high school are invited to the Workability Summer BootCamp to obtain employment as a “Try Out” opportunity.

#### **6. Other assistance with transition to a quality adult life**

The Workability Case Manager provides students, teachers and parents with online resources to

assist with providing the best support for students. In addition, parents receive information, such as flyers, brochures or other handouts about workshops offered by other local agencies. The Workability Community Relations Coordinator makes phone calls, joins listservs and make visits to agency partners to stay abreast of new events that will meet the needs of OUSD students. During the OUSD Cultural "Read-In" events, Middle School students have the opportunity to hear stories and personal experiences about careers, higher education and decision making. Also, in preparation for the ITP, Workability and Site Case Managers engage in discussions with students about vocational goals, importance of classwork, examining the A-G requirements, how GPAs are calculated and possible options for support in high school. The Workability Case Manager is available to attend IEPs to provide information to parents and the IEP team regarding pre-employment skills, career interests based on the assessment, vocational options, and available community services.

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

A member of the Workability Team participates on the LPA committee to enhance and coordinate services with our local partners. The LPA committee meets once a month to share ideas, resources and to ensure the CIE blueprint is being implemented with fidelity. The LPA keeps the team apprised of legislative updates, local issues related to transitions, and labor market news. The LPA committee is comprised of local LEA Workability/TPP staff, RCEB, DOR, NonPublic Schools and Alameda County Foster Care.

The Workability Case Managers 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.

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 needs at their IEP meetings. The Workability team builds life long relationships and connections through linking students and families to an array of support such as Regional Center East Bay, Department of Rehabilitation, CaPROMISE (last year), Social Security Administration, and Center for Independent Living.

**WAI Project Information**

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 Project Name **Oakland USD**  
 Project Number **088-03**  
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**Currently serves the following:**

<b>Counties:</b>	Alameda		
<b>Districts:</b>	Oakland Unified School District		
<b>Schools:</b>	<b>Name</b>	<b>County</b>	<b># of Eligible Students</b>
	Bay Hill	Alameda	0
	Bay Tech	Alameda	26
	Bret Harte Middle School	Alameda	112
	Castlemont High	Alameda	134
	Claremont Middle School	Alameda	88
	Coliseum College Prep	Alameda	83
	Community Immersion Program/ On-TRAC	Alameda	95
	Dewey Academy	Alameda	19
	Edna Brewer Middle School	Alameda	142
	Emiliano Zapata Street Academy	Alameda	16
	Fremont HS	Alameda	98
	Frick Middle School	Alameda	58
	Laney College	Alameda	0
	Life Academy High School	Alameda	70
	MADISON PARK UPPER CAMPUS	Alameda	0
	McClymonds High School	Alameda	44
	MetWest High School	Alameda	34
	Montera Middle School	Alameda	137
	Oakland High School	Alameda	193
	Oakland International High School	Alameda	0
	Oakland Technical High School	Alameda	267
	Oakland Unity High School	Alameda	0
	Phillips Academy	Alameda	19
	Ralph Bunche	Alameda	0
	Roosevelt Middle	Alameda	91

Rudsdale Continuation HS	Alameda	22
Skyline High School	Alameda	319
Sojourner Truth	Alameda	19
United For Success Academy	Alameda	47
West Oakland Middle School	Alameda	29
Westlake Middle School	Alameda	97

	<b>2017-18 Funded</b>	<b>Actual through June 30, 2018</b>
Served (HS)	<b>630</b>	<b>656</b>
Served (MS)	<b>206</b>	<b>171</b>
Placed **	<b>157</b>	<b>115 *</b>
* Number of actual placements that are subsidized vs. unsubsidized	Subsidized	57 *
	Unsubsidized	58 *

\*\* Students placed should be no less than 25% of students funded to be served. Placed means a student working at a job earning a wage.

**Percentage of 2017-18 HS students funded who were actually served: 104%**

**Percentage of 2017-18 MS students funded who were actually served: 83%**

Justification for the percentage being less than 100%:

During the course of the year the Workability Team experienced a reduction in staff, which made it difficult to support the middle schools. In addition, some teachers who had previously participated are no longer with the district and new teachers were reluctant to have Workability provide Workshops for their students. However, the students we were able to service received a one page information sheet, took a career assessment, and signed in to the Workshop(s) we provided. Moving forward, we have created a viable plan so that this will not occur again, even if there are staff reductions. We have accomplished this by creating a weekly schedule to ensure that each high school and middle school is supported. We will also meet with new middle school teachers at the beginning of the year to provide them with a better understanding of the program and arrange days and times.

**Percentage of 2017-18 students funded to be served who were actually placed: 18%**

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

The Project Coordinator was responsible for ensuring all data was inputted into the system, however she resigned from the district before the completion of data input. The individual assigned to completing the contract did not have access until May 16, 2018. Moving forward, we have included in the weekly schedule a block of time geared strictly towards data input and updating case notes.

**Number of 2017-18 subsidized placements on a school site (On-Campus): 0**