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Enactment Date	6/15/16
By	OA



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

To: Board of Education
From: Antwan Wilson, Superintendent

Subject: **District Submitting Grant Renewal Application for 2016-17 school year**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant renewal application for OUSD schools for fiscal year **2016-2017** 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 **2016-2017** 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
	X	Grant	Oakland Unified School District for Castlemont HS, Coliseum College Prep, Community Immersion Program, Dewey HS, Fremont HS, Life Academy, McClymonds, Met West, Oakland HS, Oakland TECH, Skyline, Ruidsdale/Sojourner Truth, The Phillips Academy (NPS), Bay Tech, Bret Harte, West Oakland MS, Frick, Montera, Roosevelt & Westlake.	The grant provides funding to the Programs for Exceptional Children Department to provide instructional services and support for employment and post-secondary education transition.	7/1/2016 thru 6/30/2017	California Department of Education	\$311,460.00

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: \$311,460.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant renewal application for OUSD schools for fiscal year **2016-2017** 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: Program Budget, Statement of Assurances, & Education Code Requirement Report.



CONTRACT JUSTIFICATION FORM

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

Legislative File ID No. 16-1121

Department: Programs for Exceptional Children

Vendor Name: California Department of Education - WorkAbility I Grant

Contract Term: Start Date: 7/1/2016 End Date: 6/30/2016

Annual Cost: \$ 311,460

Approved by: _____

Is Vendor a local Oakland business? Yes No

Why was this Vendor selected?

To maintain funding that will support the transition outcomes and employment development of students with special needs.

Summarize the services this Vendor will be providing.

Funding in the amount of \$311,460 will be provided to the Programs for Exceptional Children department to cover the cost of personnel, subsidized work experience opportunities, extended learning opportunities and instructional materials/supplies.

Was this contract competitively bid? Yes No

If No, answer the following:

1) How did you determine the price is competitive?

n/a- no cost to the district

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 \$86,000 (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
- Technology** contracts
 - electronic data-processing systems, supporting software and/or services (including copiers/printers) over the \$86,000 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**

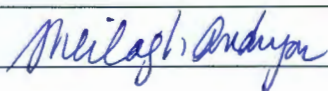
Grant funded program specific to students with disabilities served by the Programs for Exceptional Children department.

OUSD Grants Management Face Sheet

Title of Grant: WorkAbility I	Funding Cycle Dates: July 1, 2016- June 30, 2017
Grant's Fiscal Agent: (contact's name, address, phone number, email) Sheilagh Andujar, Deputy Chief Programs for Exceptional Children 1000 Broadway, Suite 398 Oakland, CA 94607 (510) 879- 2212 sheilagh.andujar@ousd.org	Grant Amount for Full Funding Cycle: \$311,460
Funding Agency: California Department of Education Special Education Division	Grant Focus: Employment & Transition Support
List all School(s) or Department(s) to be Served: High Schools: Castlemont HS, Coliseum College Prep, Community Immersion Program, Dewey HS, Fremont HS, Life Academy, McClymonds HS, MetWest HS, Oakland HS, Oakland TECH, Skyline, Rudsdale /Sojourner Truth, The Phillips Academy (NPS) Middle Schools: Bret Harte, Claremont, Frick, Montera, Roosevelt, Westlake, 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 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 5.17% 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 Site Director, TSA PEC/WorkAbility I 1000 Broadway, Suite 398 Oakland, CA 94607 (510)879-1978 (510)879-2942 fax petrina.alexander@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal			
Department Head	Sheilagh Andujar, Deputy Chief		5/17/16

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		

Statement of Assurances
WorkAbility 1 2016-17

Project Number **088-03**
Grantee Name Oakland USD
Mailing Address 1000 Broadway, Suite 680
City, State, Zip Oakland, CA 94607
WA1 Project Contact Petrina Alexander, (510) 879-1978

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, you must download, print, and return a signed Drug-Free Workplace Certification that is available on the CDE Funding Tools and Materials Web page <http://www.cde.ca.gov/fg/fo/fm>.

2. 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.
3. The WAI funds must be used to implement the WAI program as indicated in the project's budget plan.
4. The WAI grantee will provide the project contact with adequate administrative authority to coordinate career technical education and special education resources.
5. The WAI grantee will provide the project contact resources, including equipment, to comply with WAI data collection requirements.
6. The project contact must attend all region and statewide meetings/trainings, and submit all mandated documentation within required timelines.
7. The WAI grantee must have representation from its WAI program staff at two region, and one state-required meetings per year. A WAI grantee that receives committee funds must attend required committee meetings each year.
8. 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.
9. The WAI grantee must submit to CDE a Interim Expenditure Report no later than 30 days after the Grant Award, for the reporting period of July 1, 2016, through December 31, 2016. If reported expenditures are less than the initial payment, the scheduled mid-year payment will be reduced proportionately.
10. 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.
11. The WAI grantee must submit to CDE a Final Expenditure Report no later than August 1, 2017. 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.
12. 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.
13. 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.
14. 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).
15. The WAI program shall be conducted in compliance with laws and regulations from the California Department of Education (CDE), Employment Development Department (EDD), and the state and federal Departments of Labor.

Statement of Assurances
WorkAbility 1 2016-17

16. A WAI grantee with noncompliance will receive notification of special conditions and the requirements (plan of action) to clear the special conditions. Until a written plan of action is received and approved by CDE no payments will be released to the grantee.
17. Students receiving special education services will be provided equal access to vocational education/technical/career programs and initiatives.
18. Special education students enrolled in private schools have the opportunity to participate in this program.
19. Every employed WAI student under age eighteen shall have an approved work permit on file at the employment site and a copy shall be filed with the WAI grantee.
20. Work based learning opportunities must be provided in compliance with the Work Experience Education (WEE), Regional Occupational Center and Programs (ROC/P).
21. The WAI program does not discriminate on the basis of race, color, national or ethnic origin, gender, or disability in the administration of its program and complies with all laws and regulations of the American's with Disabilities Act and other appropriate legislation.
22. This WAI program is a California public school district, NPS, or county office of education.
23. This WAI program has support of the local governing board.
24. This WAI program collaborates and leverages resources to provide a full array of student services with minimum administrative cost.
25. This WAI program is accountable as defined by student, program, and fiscal outcomes.
26. This WAI program actively participates in community of practice efforts, involving key stakeholders.
27. All students participating in WAI work experience are paid at least the learners wage as allowed for all students. <http://www.dir.ca.gov/DLSE/dlse.html>
28. When students participating in WAI work experience are paid the minimum wage, it will not exceed the prevailing minimum wage of the city in which the student is employed.
29. All WAI students will be placed in employment settings that are integrated.

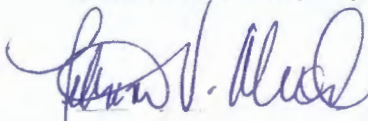
I hereby certify that to the best of my knowledge, the programs and services outlined in this proposal meet all the requirements listed above and I agree to the assurances listed.

Petrina Alexander, WAI Site Director, TSA

Antwan Wilson, Superintendent

Name and Title of WorkAbility 1 Project Contact

Name and Title of Superintendent/Authorized Representative


Signature

Date


Signature

Date

Antwan Wilson
Secretary, Board of Education

File ID Number: 16-1121
Introduction Date: 6/8/16
Enactment Number: 16-0908
Enactment Date: 6/8/16
Bv: 012

**WorkAbility 1 Special Grant 2016-17 PROJECTED Budget Plan
Oakland USD (088-03)**

WA1 Project Contact Petrina Alexander, WAI Site Director, TSA
 Email petrina.alexander@ousd.k12.ca.us
 Phone (510) 879-1978
 Summer Phone (510) 772-6721
 Fax (510) 879-2942
 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 1 Project, I certify that I have obtained the necessary approvals from my district regarding this Projected Budget Plan.

PROJECTED Funding	PROJECTED Amount for 2016-17	Grant Reporting Period
Total PROJECTED Budget (use 2015-16 amount)	\$311,460.00	7/1/2016 – 6/30/2017

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: 5/9/2016
1	1000	Certificated Salaries	\$ 67,186.00
2	2000	Classified Salaries	\$ 141,782.00
3	3000	Employee Benefits	\$ 76,189.00
4	4000	Books and Supplies	\$ 3,122.00
5	5000	Services and Other Operating Expenses	\$ 7,000.00
6		Total Direct Costs (Subtotal)	\$ 295,279.00
7		Indirect Cost 5.48 %	(5.48%) \$ 16,181.00
8		Total Budget	\$ 311,460.00

WorkAbility 1 Special Grant 2016-17 PROJECTED Budget Plan
Oakland USD (088-03)

Project Description:

The OUSD WorkAbility I program is staffed by 4 team members who serve 826 students across 20 different school sites. The objective of the program is to increase student awareness of career options and local employment training programs, and connect students to work-based learning opportunities. WAI staff work in collaboration with IEP case managers, general education staff, district department managers, and community partners to offer an array of services that will enable students to attain their post-high school goals.

Based on 2015-16 funding:

PROJECTED Number of High School Students funded to serve for 2016-17: **620**

PROJECTED Number of High School Students to place in paid employment positions for 2016-17: **155**

PROJECTED Number of Middle School Students funded to serve for 2016-17: **206**

PROJECTED Middle School funds for 2016-17 (already included in Budget Total): **\$70,195.00**

Line	Account	Classification	Budget Amounts	
1	1000	Certificated Salaries	\$67,186.00	
	\$57,588	(HS) <u>Petrina Alexander</u> , WorkAbility I Site Director		0.600 FTE @ \$95,980/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.
	\$9,598	(MS) <u>Petrina Alexander</u> , WorkAbility I Site Director		0.100 FTE @ \$95,980/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	\$141,782.00	
	\$50,122	(HS) <u>Lillian Johnson</u> , WorkAbility I Employment Specialist		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 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.

WorkAbility 1 Special Grant 2016-17 PROJECTED Budget Plan
Oakland USD (088-03)

	\$2,400	(HS)	Various Classified Support Staff After hours extended time as required to complete EOY data entry, follow-up study phone calls and input survey responses electronically.	80.00 hrs X \$30.00/hr
	\$37,852	(MS)	<u>Victor Littles</u> , WorkAbility I Community Relations Assistant 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	0.700 FTE @ \$54,074/yr FTE
	\$51,408	(HS)	Student Wages: 80 students X 60.00 hours X \$10.71 per hour	
3	3000	Employee Benefits	\$76,189.00	
	\$4,478	(HS)	Workers Compensation benefits for projected student wages for 2016-17 fiscal year (~80 students).	
	\$28,794	(HS)	<u>Petrina Alexander</u> , WorkAbility I Site Director Certificated	Salary: \$57,588
	\$23,532	(HS)	<u>Lillian Johnson</u> , WorkAbility I Employment Specialist Classified	Salary: \$50,122
	\$14,586	(MS)	<u>Victor Littles</u> , WorkAbility I Community Relations Assistant Classified	Salary: \$37,852
	\$4,799	(MS)	<u>Petrina Alexander</u> , WorkAbility I Site Director Certificated	Salary: \$9,598
4	4000	Books and Supplies	\$3,122.00	
	\$1,000	(HS)	Office supplies and consumables to maintain student records, document student activities and data entry.	
	\$ 500	(HS)	Instructional materials- interest inventories, reference materials, work interview/uniform clothing items for student training and employment.	
	\$ 462	(HS)	Bus/BART tickets for students to travel to work-based learning opportunities.	
	\$1,160	(MS)	Computer for middle school liaison to perform work duties and required data entry.	
5	5000	Services and Other Operating Expenses	\$7,000.00	
	\$2,400	(HS)	Mileage for WAI staff to travel between school sites, community agencies, and job sites.	
	\$1,600	(HS)	Travel to required business meetings and trainings for WAI staff.	
	\$ 800	(HS)	Bus transportation for community outings/industry tours	

WorkAbility 1 Special Grant 2016-17 PROJECTED Budget Plan
Oakland USD (088-03)

	\$ 800	(MS)	Bus transportation for community outings and industry tours	
	\$ 600	(MS)	Mileage for staff to travel to various middle school sites, meetings with local community partners and conduct program activities.	
	\$ 400	(MS)	Travel for middle school program staff to attend WAI business meetings and trainings.	
	\$ 400	(MS)	Admission fees for community outings/industry tours	
7		Indirect Cost: 5.48%		\$16,181.00
	Cost of district administrative services and support			
	Total Budget			\$311,460.00

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

WorkAbility I staff work closely with school site personnel to actively recruit student participants. At the start of the school year, meetings are coordinated with special education case managers to review of the objectives of the program, identify students in need of employment development support and to connect with youth seeking work opportunities. Teachers continue to refer students to the WorkAbility I program throughout the year and office hours are held for students to drop in for application assistance and job leads. OUSD Workability I program policy procedures and promotional materials are used to share the program mission, goals, and participation guidelines with parents, staff and administrators.

2. Assessment

A variety of formal and informal career assessments/ inventories/ questionnaires are used to assist students in identifying their occupational interests, work values and learning styles. WAI staff work collectively with classroom teachers to identify and complete assessments that best match the student's ability. The most common assessments used are the RIASEC (based on the Holland Code system), CDM, PIC non-reader picture inventory, online interest profile systems on the California Career Zone and CaliforniaColleges.edu websites, as well as teacher made questionnaires regarding post-high school goals and interests. Assessment results are made available for teachers, shared with parents at IEP meetings and used in developing 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 directed to counselors, agencies, and programs that can assist them in pursuing their goals. Students are informed about higher education opportunities and assisted in facilitating meetings with their case managers and school counselors to inform them of any supports needed to pursue their stated professional interests. Special education case managers communicate with WAI staff to problem-solve and discuss students with academic/behavior issues who may benefit from work-based learning opportunities to stay connected to school and or obtain referrals to outside community agencies.

4. Pre-employment skills training

“Get Ready” employment skill development workshops are conducted 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. Guest speaker series and industry tours are coordinated annually for students to hear from local professionals and hiring managers about their career trajectory, educational experiences, and workplace expectations. Additionally, work-based learning opportunities are provided to allow students to explore work tasks through service learning activities.

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 and parents are informed of these academy choices and encouraged to apply based on their career interests. The CCRO office provides support to 11th grade students attending the internship job fair to obtain summer internships related to their career pathway program with local employers. WorkAbility staff helps students follow up with the career academy teachers and program partners to secure summer internship opportunities. Teachers collaborating with WorkAbility are provided resources and support to integrate vocational oriented activities into the classroom environment, and schedule student visits to see the occupational programs offered at the local community colleges. WorkAbility I staff also work in concert with the community college outreach staff to promote concurrent enrollment into the introductory trades and career exploration programs. This year, students and parents were contacted and invited to the annual Career Technical Education Open House to visit and learn about summer classes and post-secondary employment training options available through the Peralta Community College District.

6. Student wages for subsidized employment

Students who 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 hours per school year. The training hours per try-out opportunity is determined by WorkAbility staff and may differ based on identified student need for transition to unsubsidized employment. Upon complete of the subsidized employment opportunity, the student participates in an exit interview and receive an evaluation of their work performance with feedback for continued personal development.

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 staff develop direct hiring opportunities for students by attending local job fairs and meeting with employers to market our program and the student clientele. Students who have previously completed a subsidized work opportunity are referred to and assisted with applying to other community organizations that provide internships and work opportunities. Information about hiring opportunities are shared with students via "Job Alert" postings, pre-employment workshops, emails, text messages and WorkAbility Instagram posts. Students contact the employment specialists to get assistance with applying and preparing for interviews. Local hiring managers support our work placement efforts by granting interview opportunities, when informed that a WAI 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-up 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, organizations which receive funds dedicated to providing counseling and work training to at-risk youth.

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

OUSD WAI created an interdisciplinary advisory committee to assist our department with developing best practices that meet the needs of our student population. Representatives are stakeholders within the community committed to the continued success of the program: school

site teachers and students from the middle, high school and young adult programs, the Marriott Bridges "School to Work" Transition program, Department of Rehabilitation, Youth Radio, and Youth Employment Partnership and Job Corps. The committee has meetings scheduled three times a year to assist with program planning and reflection.

MIDDLE SCHOOL GRANT

1. Recruitment

The WorkAbility I middle school liaison meets with teachers and principals at participating school sites to share the program policies, procedures, mission and objectives, and target student population. The yearly theme/emphasis for middle school students is discussed and an outline of weekly workshop topics and learning outcomes are reviewed. A letter is provided to parents to inform them of their child's classroom participation and the importance of introducing careers to students at an early age and share literature that supports the premise that students exposed to college and career options have higher graduation rates. Sites selected for participation are those that are feeder schools to the high schools served, to develop a pipeline of students who will be served for multiple years. Summer letters will be sent to parents of graduating middle school students regarding the WAI high school program and staff contact person.

2. Assessment

All initial WorkAbility sessions begin with an assessment to help identify student interests, preferences, skills and/or abilities. At the middle school level, students are given the Human Relations Skills Assessment, What type of student am I? and other teacher made questionnaires to help them understand their strengths, identify areas for improvement as a student, as well as assess how they relate to peers and adults. Students are taught that understanding and being able to communicate their interests is the starting point for researching careers and colleges. Assessment results are used for researching careers and colleges, plan future workshop presentations, activities, community outings and invite guest speakers. Teachers and parents are provided this information for use in future IEP planning. This information is also documented in a student portfolio that is updated during the middle school years and can be forwarded to the high school program. Students also share this information with parents in meetings and through letters written home to demonstrate what they have learned about themselves and their future interests.

3. Counseling

Students are supported individually and in small group settings outside of the workshop to better assess their interest and develop rapport. This year, students met in groups of 3 and engaged in personalized sessions focused on improving class performance, attendance and behavior. The discussions centered on how actions and decisions made today may affect future options. Students participating in these sessions were given homework assignments which requiring them to speak with parents and teachers about their college and career goals and the help they need in school to achieve their goals. The students reported back to the group about their conversations and discussed how to move forward. A middle school "Roadmap to College" is used to inform students of the types of classes and activities that will prepare them to find greater success in high school.

4. Pre-employment skills training

Workshops at the middle school level focus on students displaying classroom behavior that mirror expectations in a work environment (attendance, respect for authority, productivity, completion of assignments, respect for and collaboration with peers). Students are taught to uphold these character standards, which directly correlate with future workplace success. Weekly workshops expose program participants to career and post-secondary education options, local training

programs and youth development organizations. Upon completion of the workshop series, teachers work with staff to plan a community outing/industry tour, which enables students to meet and observe professionals in their natural work environment.

5. Vocational training

WorkAbility middle school participants are assisted in researching and identifying local vocational training opportunities based on their interests and preferences. Students gather this information via online transition resources, provided curriculum resources, guest speaker presentations and industry tours. At this grade level, middle school students are encouraged to develop vocational skills through volunteer opportunities and community based youth leadership programs. The WAI middle school liaison has created partnerships with The Crucible, Cypress Mandela Training Center, and non-profit organizations that allow students to participate in hands on workshops in the industrial arts and construction trades. As eighth grade students transition from middle school, they 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 that assist students in their transition to adulthood. Transition Resource cards are made available for teachers to share with parents regarding services/supports recommended by the IEP team. Middle school students are also taken into the community to visit these local agencies and meet with program representatives.

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

The middle school liaison is a participant of the WAI interdisciplinary advisory committee and receives feedback from community stakeholders about how to further develop programming offered to middle school students. Our liaison also participates in meetings sponsored by community partners to learn and share best practices that will benefit WAI program participants, as well as to be informed of academic/career related initiatives and opportunities available to our student population in the city of Oakland.