

| Board Office Use: Legislative File Info. | |
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| Introduction Date | 8/23/23 |
| Enactment Number | 23-1479 |
| Enactment Date | 8/23/2023 CJH |



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Jennifer Blake, Executive Director Department of Special Education
David Cammarata, Director Special Education Related Service Supports

Meeting Date August 23, 2023

Subject District Submitting Grant Proposal - Workability 1 Project, District’s SELPA, Department of Special Education

Ask of the Board Approval and acceptance by the Board of Education of the District’s grant application/ proposal for Workability 1 Grant (Project No. 088-03), to the California Department of Education, Special Education Division, in the amount of \$318,420.00 for fiscal year 2023-2024. The grant will enable the District 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 The Workability Grant provides funding through the California Department of Education for Oakland Unified School District to provide Secondary Transition Services (Pre-Vocational, Vocational, Supplemental/ Supported Employment Funding) to students with additional needs through the Department of Special Education. Grant proposal for OUSD schools for the 2023-2024 fiscal year was submitted for funding as indicated in the chart below, but must be approved by the Board of Education.

| Discussion | Recipient | Grant’s Purpose | Duration | Amount |
|------------|--|--|-----------------------------|--------------|
| | OUSD High Schools, Middle Schools, and the Young Adult Program | The grant provides funding to the Special Education Department to provide instructional services and support for employment and post-secondary education transition. | July 1, 2023- June 30, 2024 | \$318,420.00 |

Fiscal Impact Funding resource(s): The total amount of grants will be provided to OUSD schools from the funders. Grant is valued at \$318,420.00

Attachment(s)

- Grant Face Sheet
- Workability 1 Grant Funding Application Pg. 1
- Workability 1 Grant Funding Application Pg. 2
- Workability 1 Special Grant 2023-24 PROJECTED Budget Plan Pg. 1
- Workability 1 Special Grant 2023-24 PROJECTED Budget Plan Pg. 2
- Workability 1 Special Grant 2023-24 PROJECTED Budget Plan Pg. 3
- Workability 1 End of Year Report Pg. 1
- Workability 1 End of Year Report Pg. 2
- Workability 1 Annual Program Requirements

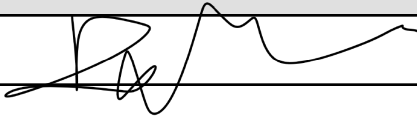

OUSD Grants Management Face Sheet

| | |
|---|--|
| Title of Grant: Workability 1 | Funding Cycle Dates: 07-01-2023 to 06-30-2024 |
| Grant's Fiscal Agent: (contact's name, address, phone number, email address) Jennifer Blake 915 54th St., Oakland Ca 94608 (510)879-5003 david.cammarata@ousd.org | Grant Amount for Full Funding Cycle: <p align="center">\$318,420.00</p> |
| Funding Agency: California Department of Education | Grant Focus: Transition Services for young learners with disabilities and learning differences. |
| List all School(s) or Department(s) to be Served: Department of Special Education, Bay Tech, Bret Harte, Castlemont, Claremont, Coliseum College Prep, Dewey, Edna Brewer, Elmhurst, Street Academy, Fremont, Frick, Greenleaf, Hillcrest, La Escuelita, Life, Madison Park, McClymonds, MetWest, Montera, Oakland High, Oakland International, Parker, Ralph Bunche, Roosevelt, Rudsdale, Skyline, Sojourner Truth, United for Success, Urban Promise Academy, West Oakland Middle, Westlake, Young Adult Program | |


| Information Needed | School or Department Response |
|--|---|
| How will this grant contribute to sustained student achievement or academic standards? | This grant provides resources and personnel support to integrate work-readiness skills in the curriculum, conduct career- vocational assessments and pre-vocational skills workshops, and develop |

| | |
|---|--|
| | employment opportunities for students with disabilities and learning differences. |
| <p>How will this grant be evaluated for impact upon student achievement?</p> <p>(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 4.22% 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.)</p> | <p>Program activities are centered on an Array of Services consistent with the California Education Code. All students served are recorded in the CDE Workability 1 database system, indicating services received, and work placements provided for the school year. Teachers are informed of these career awareness and employment development activities, which may be recorded in each student's IEP and, most specifically, Individual Transition Plan. WA1 also conducts follow-up study for those students who have exited the District to record their transition outcomes and provide referrals for additional services as needed.</p> |
| <p>Does the grant require any resources from the school(s) or district? If so, describe.</p> | <p>Office/ classroom space for staff, technology resources to complete data input, office equipment, access to student records (AERIES/ SEIS), teacher participation and collaboration to connect with students and parents/families, and to assist students in completing job-readiness activities and assignments.</p> |
| <p>Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU?</p> <p>(If yes, include the district's indirect rate of 4.22% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)</p> | <p>Services are supported by an OUSD funded grant</p> |
| <p>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.)</p> | <p>Yes</p> |
| <p>Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)</p> | <p>Name/Title: David Cammarata; Director, Special Education Related Service Supports</p> <p>Site: 975</p> <p>Address:</p> <p>Phone: (510)519-4708</p> <p>Email: david.cammarata@ousd.org</p> |

Applicant Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|-------------------------|-----------------|---|-----------|
| Principal/Administrator | David Cammarata |  | 6/21/23 |
| Chief Academic Officer | |  | 6/23/2023 |

Grant Office Obtained Approval Signatures:

| Entity | Name/s | Signature/s | Date |
|-------------------------|-----------------------|---|-----------|
| Senior Business Officer | Lisa Grant-Dawson | | |
| Superintendent | Kyla Johnson-Trammell |  | 8/24/2023 |

Approved as to form:



Roxanne M. De La Rocha
OUSD Staff Counsel

06/21/2023
Date

2022-23 Grant Funding Application – Page 1

Oakland USD (088-03)

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

Grantee Name **Oakland Unified School District**

Project Name **Oakland USD**

Project Number **088-03**

Phone

Fax

Project Address

Street Address

City, State, Zip

Grantee Address

Street Address

City, State, Zip

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

- COE
- District
- DJJ
- NPS
- ROC/P
- SELPA
- SSS

WAI Grant Contact

The 2022-23 Grant Contact can only be changed through the [Project Information section](#)

Name **David Cammarata**

Title

Phone

Summer Phone

Fax

Email

Will there be a different Grant Contact for 2023-24? No Yes

Counties EXPECTED to Serve

- Alameda
- Alpine
- Amador

- Butte
- Calaveras
- Colusa
- Contra Costa
- Del Norte
- El Dorado
- Fresno
- Glenn
- Humboldt
- Imperial
- Inyo
- Kern
- Kings
- Lake
- Lassen
- Los Angeles
- Madera
- Marin
- Mariposa
- Mendocino
- Merced
- Modoc
- Mono
- Monterey
- Napa
- Nevada
- Orange
- Placer
- Plumas
- Riverside
- Sacramento
- San Benito
- San Bernardino
- San Diego
- San Francisco
- San Joaquin
- San Luis Obispo
- San Mateo
- Santa Barbara
- Santa Clara
- Santa Cruz
- Shasta
- Sierra
- Siskiyou
- Solano
- Sonoma
- Stanislaus
- Sutter
- Tehama
- Trinity
- Tulare
- Tuolumne

- Ventura
- Yolo
- Yuba

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

Oakland Unified School District

Schools EXPECTED to Serve

Listed below are the schools you **expect** to serve in 2023-24. Update the projected number of eligible students for each school, as needed. For any you do **NOT** expect to serve, clear the eligible students field.

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

| School Name | County | 2023-24 PROJECTED # of Eligible Students |
|------------------------------------|--------------|---|
| 1. ALLIANCE ACADEMY | Alameda | <input type="text" value="0"/> |
| 2. Bay Hill | Alameda | <input type="text" value="0"/> |
| 3. Bay Tech | Alameda | <input type="text" value="39"/> |
| 4. Bret Harte Middle School | Alameda | <input type="text" value="118"/> |
| 5. Castlemont High | Alameda | <input type="text" value="141"/> |
| 6. Claremont Middle School | Alameda | <input type="text" value="87"/> |
| 7. Coliseum College Prep | Alameda | <input type="text" value="148"/> |
| 8. Dewey Academy | Alameda | <input type="text" value="21"/> |
| 9. Edna Brewer Middle School | Alameda | <input type="text" value="128"/> |
| 10. Elmhurst Community | Alameda | <input type="text" value="123"/> |
| 11. Emiliano Zapata Street Academy | Alameda | <input type="text" value="17"/> |
| 12. Fremont HS | Alameda | <input type="text" value="158"/> |
| 13. Frick Middle School | Alameda | <input type="text" value="69"/> |
| 14. Greenleaf | Alameda | <input type="text" value="29"/> |
| 15. Hillcrest | Alameda | <input type="text" value="8"/> |
| 16. Holden High School | Contra Costa | <input type="text" value="0"/> |
| 17. La Escuelita | Alameda | <input type="text" value="18"/> |
| 18. Life Academy High School | Alameda | <input type="text" value="101"/> |
| 19. Madison Park Upper Campus | Alameda | <input type="text" value="120"/> |
| 20. McClymonds High School | Alameda | <input type="text" value="72"/> |

| | | |
|---------------------------------------|---------|-----|
| 21. MetWest High School | Alameda | 70 |
| 22. Montera Middle School | Alameda | 115 |
| 23. Oakland High School | Alameda | 214 |
| 24. Oakland International High School | Alameda | 12 |
| 25. Oakland Technical High School | Alameda | 273 |
| 26. Oakland Unity High School | Alameda | 0 |
| 27. Parker | Alameda | 20 |
| 28. Phillips Academy | Alameda | 0 |
| 29. Ralph Bunche | Alameda | 15 |
| 30. Roosevelt Middle | Alameda | 114 |
| 31. Rudsdale Continuation HS | Alameda | 31 |
| 32. Skyline High School | Alameda | 268 |
| 33. Sojourner Truth | Alameda | 183 |
| 34. United For Success Academy | Alameda | 77 |
| 35. Urban Promise Academy | Alameda | 61 |
| 36. West Oakland Middle School | Alameda | 41 |
| 37. Westlake Middle School | Alameda | 71 |
| 38. Young Adult Program | Alameda | 167 |

[Add another school](#)

2022-23 Grant Funding Application – Page 2

Oakland USD (088-03)

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

| | 2022-23 Funded | Actual through 6/30/2023 | Requested INCREASE/DECREASE | Proposed for 2023-24 |
|--|-------------------|-----------------------------|---|-------------------------|
| Number of HS students served | 630 | 648 | <input type="radio"/> + <input checked="" type="radio"/> - <input type="text" value="0"/> | 630 |
| Number of MS students served | 206 | 206 | <input type="radio"/> + <input checked="" type="radio"/> - <input type="text" value="0"/> | 206 |
| Number of students placed in paid employment positions | 94 | 95 | | |

On-Campus Waiver Request

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

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

2023-24 INITIAL Budget Plan - Page 1

Oakland USD (088-03)

Project Number **088-03**

Project Name **Oakland USD**

WAI Grant Contact David Cammarata, Project Manager/ Director

Email david.cammarata@ousd.org

Phone (510)879-5003

Summer Phone (510)451-4364

Fax (510)451-4364

LEA Category SELPA

Authorized Agent
First / Last / Title

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

2023-24 INITIAL Budget Plan – Page 2

Oakland USD (088-03)

This report was marked complete and ready to submit to CDE. Until the Grant Contact sends this report to CDE, he or she is the only person able to change it.

| | |
|--|---------------------|
| INITIAL BUDGET TOTAL for the 6/30/2023 – 6/30/2024 Grant Reporting Period | \$318,420.00 |
| INITIAL Number of High School Students funded to serve for 2023-24: | 630 |
| INITIAL Number of High School Students to place in paid employment positions for 2023-24: | 94 |
| INITIAL Number of Middle School Students funded to serve for 2023-24: | 206 |
| INITIAL Number of Middle School funds for 2023-24: | 71,070.00 |

OBJECT OF EXPENDITURES

Budget Date:

| Line | Account | Classification | Budget Amounts |
|------|---------|---|---|
| 1 | 1000 | Certificated Salaries | \$ <input type="text" value="113718.00"/> |
| 2 | 2000 | Classified Salaries | \$ <input type="text" value="113942.00"/> |
| 3 | 3000 | Employee Benefits | \$ <input type="text" value="81166.00"/> |
| 4 | 4000 | Books and Supplies | \$ <input type="text" value="2.00"/> |
| 5 | 5000 | Services and Other Operating Expenses | \$ <input type="text" value="18.00"/> |
| 6 | | Total Direct Costs (Subtotal) | \$ 308,846.00 |
| 7 | | Indirect Cost <input type="text" value="3.1"/> Not to exceed 3.1 | \$ 9,574.00 |
| 8 | | Total Budget | \$ 318,420.00 |

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

Oakland USD's Workability 1 project prioritizes instruction in Transition Skills for accessing independent, responsible, and appropriate living in the areas of vocation, independent living, mobility, and continuing education opportunities for eligible students.

2023-24 INITIAL Budget Plan – Page 3

Oakland USD (088-03)

This budget was marked complete and ready to submit to CDE by David Cammarata on 6/14/2023. Until the Grant Contact sends this budget to CDE, he or she is the only person able to change it.

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

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

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

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

| | | | |
|----------|-------------|--|---------------------|
| 1 | 1000 | Certificated Salaries | \$113,718.00 |
| | | line item subtotal | \$113,718.00 |
| | | \$46,387.00 (HS) <u>David Cammarata</u> , Director, Special E 0.320 FTE @ \$144,959.00/yr FTE Supervises program staff members to ensure implementation of the array of services for High School program participants. Responsibilities include facilitating staff meetings to assist teachers/ support providers in understanding the mission of WA1, the student referral process, support classroom teachers/ support providers with the integration of pre-employment materials provided, marketing the WA1 program to parents, students, school site staff, employers, and community agencies. Create annual budget based on program needs and activities, monitor WA1 budget expenditures, and work with financial officers to ensure grant compliance. | |
| | | \$10,472.00 (HS) <u>Tracey Tashiro</u> , Teacher on Special Assignment 0.100 FTE @ \$104,720.00/yr FTE Organize and coordinate school WAI activities, such as fundamental skill development, career exploration, assessment, career planning, parent involvement and staff development | |
| | | \$46,387.00 (MS) <u>David Cammarata</u> , Director, Special Education 0.320 FTE @ \$144,959.00/yr FTE Facilitate collaboration with school site teachers and assigned WA1 Middle School liaison(s) to ensure implementation of WA1 Middle School array of services. Organize and coordinate WA1 activities for Middle School students to identify and explore career interests. Create opportunities for career exploration in the community and with local businesses. | |
| | | \$10,472.00 (MS) <u>Tracey Tashiro</u> , Teacher on Special Assignment 0.100 FTE @ \$104,720.00/yr FTE Organize and coordinate school WAI activities, such as fundamental skill development, career exploration, assessment, career planning, parent involvement and staff development | |
| 2 | 2000 | Classified Salaries | \$113,942.00 |
| | | line item subtotal | \$113,942.00 |

| | |
|--|---|
| | <p>\$21,557.10 (HS) <u><i>Erika Mayorquin</i></u>, Case Manager 0.300 FTE @ \$71,857.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.</p> |
| | <p>\$15,836.00 (HS) <u><i>Melissa Foster</i></u>, Case Manager 0.200 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.</p> |
| | <p>\$15,836.00 (HS) <u><i>Minyon Garde</i></u>, Case Manager 0.200 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.</p> |
| | <p>\$15,836.00 (HS) <u><i>Steven Hill</i></u>, Case Manager 0.200 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.</p> |
| | <p>\$14,082.00 (HS) <u><i>Guadalupe Lamas-Rodriguez</i></u>, Case Manager 0.200 FTE @ \$70,408.00/yr FTE Assists in the coordination and implementation of High School program activities. Works directly with assigned school-sites and program participants to offer an array of services to meet the pre-vocational and vocational needs of students. Executes Pre-Employment/ Employment workshops, crafts employment portfolios with students, provides career assessments, develops job opportunities and places students to work with various employer partners and monitors work performance to meet employer expectations for potential transition to un-subsidized employment.</p> |
| | <p>\$7,918.10 (MS) <u><i>Steven Hill</i></u>, Case Manager 0.100 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties.</p> |
| | <p>\$7,918.10 (MS) <u><i>Melissa Foster</i></u>, Case Manager 0.100 FTE @ \$79,181.00/yr FTE Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops</p> |

| | | | | |
|----------|-------------|---|--------------------------------|---------------------|
| | | partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties. | | |
| | | \$7,918.10 (MS) <u>Minyon Garde</u> , Case Manager Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties. | 0.100 FTE @ \$79,181.00/yr FTE | |
| | | \$7,040.80 (MS) <u>Guadalupe Lamas-Rodriguez</u> , Case Manager Assists in the coordination and implementation of Middle School activities that develops student career awareness and future employability. Develops partnerships with community agencies and businesses to promote the mission of WA1. Organizes field trips to local businesses, colleges, and training programs to inform students of higher education opportunities. Performs general office duties. | 0.100 FTE @ \$70,408.00/yr FTE | |
| 3 | 3000 | Employee Benefits | | \$81,166.00 |
| | | line item subtotal | | \$81,166.00 |
| | | \$1,549.00 (HS) <u>David Cammarata</u> , Director, Special E Certificated | | Salary: \$46,387.00 |
| | | \$223.00 (MS) <u>David Cammarata</u> , Director, Special Education Related Support Services Certificated | | Salary: \$46,387.00 |
| | | \$15,866.00 (HS) <u>Erika Mayorquin</u> , Case Manager Classified | | Salary: \$21,557.10 |
| | | \$12,656.00 (HS) <u>Minyon Garde</u> , Case Manager Classified | | Salary: \$15,836.00 |
| | | \$11,501.00 (HS) <u>Steven Hill</u> , Case Manager Classified | | Salary: \$15,836.00 |
| | | \$9,073.00 (HS) <u>Melissa Foster</u> , Case Manager Classified | | Salary: \$15,836.00 |
| | | \$9,121.00 (HS) <u>Guadalupe Lamas-Rodriguez</u> , Case Manager Classified | | Salary: \$14,082.00 |
| | | \$6,328.00 (MS) <u>Minyon Garde</u> , Case Manager Classified | | Salary: \$7,918.10 |
| | | \$5,751.00 (MS) <u>Steven Hill</u> , Case Manager Classified | | Salary: \$7,918.10 |
| | | \$4,537.00 (MS) <u>Melissa Foster</u> , Case Manager Classified | | Salary: \$7,918.10 |
| | | \$4,561.00 (MS) <u>Guadalupe Lamas-Rodriguez</u> , Case Manager Classified | | Salary: \$7,040.80 |
| 4 | 4000 | Books and Supplies | | \$2.00 |

| | | | | |
|----------|-------------|--|---------------------|--|
| | | line item subtotal | \$2.00 | |
| | \$1.00 | (HS) Books and supplies to support in the development of Transition Services for the students of the Oakland Unified School District. | | |
| | \$1.00 | (MS) Books and supplies to support the development of Transition Skills for the students of the Oakland Unified School District. | | |
| 5 | 5000 | Services and Other Operating Expenses | \$18.00 | |
| | | line item subtotal | \$18.00 | |
| | \$1.00 | (HS) Mileage for WA1 staff to travel between school sites, community agencies, and job sites. Travel to required business meetings and trainings for WA1 staff. Bus transportation for community outings and industry tours. | | |
| | \$1.00 | (MS) Mileage for WA1 staff to travel between school sites, community agencies, and job sites. Travel to required business meetings and trainings for WA1 staff. Bus transportation for community outings and industry tours. | | |
| | \$16.00 | (HS) Student Wages: 1 students X 1.00 hours X \$16.00 per hour | | |
| 6 | | Indirect Cost: 3.10% – describe below | \$9,574.00 | |
| | | <input type="text" value="3.1%"/> | | |
| | | Total Budget | \$318,420.00 | |

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

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

2022-23 Annual Program – Page 1

Oakland USD (088-03)

[PAGE 1](#) | [Page 2](#) | [Help](#)

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

| | |
|----------------|--|
| Grantee Name | Oakland Unified School District |
| Project Name | Oakland USD |
| Project Number | 088-03 |
| Phone | <input type="text" value="(510)879-5003"/> |
| Fax | <input type="text" value="(510)451-4364"/> |

Project Address

| | | | |
|------------------|--|-----------------------------------|------------------------------------|
| Street Address | <input type="text" value="915 54th Street"/> | | |
| City, State, Zip | <input type="text" value="Oakland"/> | CA <input type="text" value="v"/> | <input type="text" value="94608"/> |

Grantee Address

| | | | |
|------------------|--|-----------------------------------|------------------------------------|
| Street Address | <input type="text" value="915 54th Street"/> | | |
| City, State, Zip | <input type="text" value="Oakland"/> | CA <input type="text" value="v"/> | <input type="text" value="94608"/> |

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

- COE
- District
- DJJ
- NPS
- ROC/P
- SELPA
- SSS

WAI Grant Contact

The 2022-23 Grant Contact can only be changed through the [Project Information section](#)

| | |
|--------------|--|
| Name | David Cammarata |
| Title | <input type="text" value="Project Manager/ Director"/> |
| Phone | <input type="text" value="(510)879-5003"/> |
| Summer Phone | <input type="text" value="(510)519-4708"/> |
| Fax | <input type="text" value="(510)451-4364"/> |
| Email | <input type="text" value="david.cammarata@ousd.org"/> |

Will there be a different Grant Contact for 2023-24? No Yes

Counties Currently Served

- Alameda
- Alpine
- Amador

- Butte
- Calaveras
- Colusa
- Contra Costa
- Del Norte
- El Dorado
- Fresno
- Glenn
- Humboldt
- Imperial
- Inyo
- Kern
- Kings
- Lake
- Lassen
- Los Angeles
- Madera
- Marin
- Mariposa
- Mendocino
- Merced
- Modoc
- Mono
- Monterey
- Napa
- Nevada
- Orange
- Placer
- Plumas
- Riverside
- Sacramento
- San Benito
- San Bernardino
- San Diego
- San Francisco
- San Joaquin
- San Luis Obispo
- San Mateo
- Santa Barbara
- Santa Clara
- Santa Cruz
- Shasta
- Sierra
- Siskiyou
- Solano
- Sonoma
- Stanislaus
- Sutter
- Tehama
- Trinity
- Tulare
- Tuolumne

- Ventura
 Yolo
 Yuba

School Districts Currently Served — use commas to separate district names

Oakland Unified School District

Schools Currently Served

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

| | School Name | County | # of Eligible Students |
|-----|-----------------------------------|---------------|-------------------------------|
| 1. | ALLIANCE ACADEMY | Alameda | 0 |
| 2. | Bay Hill | Alameda | 0 |
| 3. | Bay Tech | Alameda | 39 |
| 4. | Bret Harte Middle School | Alameda | 118 |
| 5. | Castlemont High | Alameda | 141 |
| 6. | Claremont Middle School | Alameda | 87 |
| 7. | Coliseum College Prep | Alameda | 148 |
| 8. | Dewey Academy | Alameda | 21 |
| 9. | Edna Brewer Middle School | Alameda | 128 |
| 10. | Elmhurst Community | Alameda | 123 |
| 11. | Emiliano Zapata Street Academy | Alameda | 17 |
| 12. | Fremont HS | Alameda | 158 |
| 13. | Frick Middle School | Alameda | 69 |
| 14. | Greenleaf | Alameda | 29 |
| 15. | Hillcrest | Alameda | 8 |
| 16. | Holden High School | Contra Costa | 0 |
| 17. | La Escuelita | Alameda | 18 |
| 18. | Life Academy High School | Alameda | 101 |
| 19. | Madison Park Upper Campus | Alameda | 120 |
| 20. | McClymonds High School | Alameda | 72 |
| 21. | Melrose Leadership Academy | — | — |
| 22. | MetWest High School | Alameda | 70 |
| 23. | Montera Middle School | Alameda | 115 |
| 24. | Oakland High School | Alameda | 214 |
| 25. | Oakland International High School | Alameda | 12 |
| 26. | Oakland Technical High School | Alameda | 273 |
| 27. | Oakland Unity High School | Alameda | 0 |
| 28. | Parker | Alameda | 20 |
| 29. | Phillips Academy | Alameda | 0 |

| | | | |
|-----|----------------------------|---------|-----|
| 30. | Ralph Bunche | Alameda | 15 |
| 31. | Roosevelt Middle | Alameda | 114 |
| 32. | Rudsdale Continuation HS | Alameda | 31 |
| 33. | Skyline High School | Alameda | 268 |
| 34. | Sojourner Truth | Alameda | 183 |
| 35. | United For Success Academy | Alameda | 77 |
| 36. | Urban Promise Academy | Alameda | 61 |
| 37. | West Oakland Middle School | Alameda | 41 |
| 38. | Westlake Middle School | Alameda | 71 |
| 39. | Young Adult Program | Alameda | 167 |

2022-23 Annual Program – Page 2

Oakland USD (088-03)

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

GRANT CONTACT: Student baseline and follow along data is submitted with the End-of-Year package.

At this time it appears your baseline data is incomplete. Your End - of - Year Report cannot be considered complete until all baseline data has been entered and you have confirmed its completeness.

| | 2022-23 Funded | Actual through 6/30/2023 |
|--|----------------|--------------------------|
| Number of HS students served | 630 | 648 |
| Number of MS students served | 206 | 206 |
| Number of students placed in paid employment positions | 94 | 95 * |
| <small>Number of students placed should be no less than 15% of high school students funded to be served. Placed means a student working at a job earning a wage.</small> | | |
| * Number of actual placements that are subsidized vs. unsubsidized | Subsidized | 54 * |
| | Unsubsidized | 41 * |

Percentage of 2022-23 HS students funded who were actually served: 103%

Percentage of 2022-23 MS students funded who were actually served: 100%

Percentage of 2022-23 students funded to be served who were actually placed: 15%

Number of 2022-23 WA1 subsidized placements on a school site (On-Campus): 0

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

Annual Program Requirement Scores - 2022-23

Oakland USD (088-03)

This report was marked complete and ready to submit to CDE by David Cammarata on 6/14/2023. Until the Grant Contact sends this completed report to CDE, he or she is the only person able to change it.

WorkAbility I Vision/Mission Statement

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

Section 56471 of the California Education Code states that:

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

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

HIGH SCHOOL GRANT

High School End-of-Year Scoring Rubric.

1. Recruitment

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

2. Assessment

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

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

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

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

3. Counseling

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

4. Pre-employment skills training

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

5. Vocational training

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

6. Student wages for subsidized employment

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

7. Placement in unsubsidized employment

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

8. Other assistance with transition to a quality adult life

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

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

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

MIDDLE SCHOOL GRANT

Middle School End-of-Year Scoring Rubric.

1. Recruitment

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

2. Assessment

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

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

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

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

3. Counseling

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

4. Pre-employment skills training

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

5. Vocational training

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

6. Other assistance with transition to a quality adult life

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

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

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