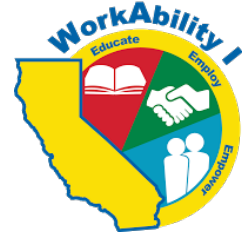


# **Saddleback Valley Unified School District**

## **WorkAbility 1 Policies and Procedures High School Program**





# WorkAbility 1

## High School Policies and Procedures

### Mission of WorkAbility 1 (WA1)

The mission of WA1 is to promote the involvement of key stake holders, including students, families, educators, employers, and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, life-long learning, and quality adult life.

### Eligibility for WA1 Services

Students with an active Individual Education Plan (I.E.P.) who attend a Saddleback Valley Unified School District high school are eligible to receive services. These services, however, are not mandated by the I.E.P. and should not be confused with *transition* services, which are a required component. Eligible students may receive some, many, or all school-based components, but **not** all eligible students will be placed in a paid work-based experience.

### Recruitment

At the beginning of the year, Case Managers meet with the special education team at each of the high schools to explain the program and number of available work placements. Case Managers assigned to each high school go into the special education classrooms and explain the program and eligibility requirements and ask students to contact them if they are interested in working. Students are recruited either by self-referral or referral from their special education teachers and/or IEP team for vocational readiness and job placement. Case Managers attend IEPs to provide information to parents and the IEP team regarding vocational readiness and work experience. Interest inventories are completed by all students and reviewed by the Case Manager with the student for career choices. Appropriate students who attend the summer program are selected first for paid work experience. Students who have little to no work experience are considered second. Students with work experience are considered for remaining hours. Students must be eligible for a work permit in order to have

a paid internship. A work packet containing information about the program, requirements, and expectations is given to students and signed by parents (See Appendix D). Prospective student employees are interviewed by the prospective job site before beginning work. A brochure outlining the program is available at all high schools.

## **Served School-Based Components**

- Career/Vocational assessments (formal and informal evaluations of interests, skills, abilities, and personality)
- Career counseling and guidance
- Partnership collaboration or parent participation
- At least one of the following: Career Awareness Activities, Career Exploration Activities, and/or Career Preparation

### **Array of Services**

#### **Assessment**

All high school students in special education are assessed every year using different interest (e.g., RIASEC Inventory), work readiness (e.g., Work Readiness Inventory), and personality (e.g., Career Personality Inventory) assessments, as well as online vocational assessments (e.g., Career Cruising). A copy of the assessment is given to the special education case carrier to utilize for transition planning and development of the Individual Transition Plan, which provides the foundation for all transition planning, targeting post-school goals and outcomes. Parents may be given the assessment at the annual IEP team meeting. Authentic assessments covering time management, communication, team work, customer service, and organization are completed by work experience site supervisors and shared with the job coach and student.

#### **Assessment Protocols**

The following assessments are available for administration:

#### **Barriers to Employment Success Inventory, 4<sup>th</sup> Ed** (Liptak, J.J., 2011)

This assessment covers five categories: Personal and Financial, Emotional and Physical, Career Decision-Making and Planning, Job-Seeking Knowledge, and Training and Education. Based on the identified barriers, suggestions for ways to overcome the barriers are provided which help students develop an action plan that can be used in group or individual career counseling.

### **California Career Zone** (California Career Resource Network)

This computer-based assessment has three components: Assess Yourself, Explore Job Families, and Make Money Choices.

### **Career Cruising**

Career Cruising is a self-directed computer program that is available to all WA1 high school students. All accommodations are allowed, with no time constraints. Vocational interest areas are given, with Department of Labor and school training links provided. The Department of Labor link presents how much money different jobs make, hiring possibilities in their living area, as well as potential earnings. Students have access to the program at home or where they are able to further delve into their areas of interest. Data is stored from year to year so a student will have access until the end of high school/adult transition. WA1 and special education teachers have access to this data. They are able to monitor areas of interest and provide training, education, scholarship, and occupational information to students and their parents.

### **Career Decision-Making System, Revised** (O'Shea, A.J. & Feller, R., 2008)

The CDM-R is a self-scored assessment that helps students identify their occupational interests, values, and abilities and then match these dimensions to career options. This contemporary tool pinpoints career clusters and yields results that can be linked to future job area interests and opportunities.

### **Careers for Me, Plus** (Career Kids, 2013)

Using Careers For Me Plus, students will learn more about themselves and their personal interests, gain an awareness of various new job titles, be exposed to the concept of school-to-work, have an understanding of how jobs can be grouped into clusters, be encouraged to research careers which fit their interests, start the process of how they fit in with the world of work, and begin career awareness and preparation in a non-stressful and insightful manner.

### **Careers for Me, SN** (Career Kids, 2003)

Careers for Me, SN, contains six career clusters: Environmental and Agriculture, Health and Human Services, Arts and Communications, Business and Management, and Industrial and Engineering Systems. The use of pictures makes it an easier assessment for individuals with disabilities.

### **Career Personality Inventory** (Liptak, J.J., 2010)

The Career Personality Inventory helps students consider how their personalities relate to their careers by focusing on their top two traits. Students can match their personality types to careers and work preferences and then use the career planning guide and worksheet to set goals and start their career research.

### **RIASEC Inventory** (The Editors at Jist, 2008)

The RIASEC Inventory gives students a fast and informative way to explore occupations based on their interests. Students are then guided through the process of matching those interests to potential careers and are given suggestions for further research.

### **Transition to Work Inventory, 3<sup>rd</sup> Ed** (Liptak, J.J., 2012)

Students with little or no work experience can identify their job options in 16 career clusters and make their career transitions more effective and rewarding. This information leads to a list of related jobs, self-employment options, and paths for education and training.

### **Work Readiness Inventory** (Brady, R.P., 2010)

The Work Readiness Inventory is an assessment designed to help students recognize and address the demands of the workplace by identifying their readiness concerns or areas of weakness. This assessment can also assist in the career-planning and decision-making process, leading to more informed choices.

## **Counseling**

The WA1 team works closely with each site's School Psychologist and Special Education Case Carrier to ensure vocational information is provided to all WA1 students, in addition to what the WA1 Case Managers offer. Students meet individually and in small groups with the School Psychologist and Special Education Case Carrier to discuss the transition from high school to post-secondary education or employment. They also review credits and required exams for graduation and other alternatives. They discuss ROP options and other post-secondary trade programs.

The WA1 Case Manager provides pre-vocational counseling to students while discussing the results of assessments that have been given. They work with small groups to teach a lesson on life beyond high school and self-advocacy strategies. The WA1 Case Manager coordinates with the community college for a field trip to the college and the DSPPS

office. Field trips are provided to learn about careers and requirements for a variety of jobs. Vital Link provides vocational training options for our students and many students attend Vital Link events. The WA1 Case Manager coordinates all of this information and provides it to the special education case carrier to assist in the development of the ITP, which is shared with the parents and IEP team annually to ensure positive post-school outcomes.

### **Partnerships with Businesses**

The WA1 Case Manager coordinates with the community college for a field trip to the college and the DSPS office. Field trips are provided to learn about careers and requirements for a variety of jobs. Vital Link provides career exploration options for our students and many students attend Vital Link events. Local businesses act as guest speakers and talk with students in their classes.

### **Career Awareness, Exploration, and Preparation Activities**

The WA1 Case Manager focuses on work, career, and college readiness skills. They meet with students individually or in small groups to work on a variety of pre-employment skills such as self-advocacy, obtaining a driver's license or CA ID, life after high school, social skills on the job, money management, work ethics, and college research to prepare them for competitive integrated employment. They work with students to develop skills for applying to jobs (e.g., resume). Mock interviews are held to give the student more confidence when interviewing for a job. Mobility training is completed for students needing assistance with public transportation. The WA1 Case Manager collaborates with the special education teacher and is integrated in the classroom and provides activities on pre-employment skills on a regular basis. Instructional materials are purchased for the WA1 Case Manager and classroom teachers to support pre-employment skill acquisition for success in competitive integrated employment.

During the summer a Career Camp is held for WA1 students. During the Career Camp program pre-employment skills are continued and reinforced. General topics covered may be job search skills, completing applications, interview skills, and how to keep a job/soft skills. Business partners are invited guest speakers, giving the expectations of the work-place. Career related field trips may also be a part of Career Camp.

Parents are informed during the annual IEP team meeting regarding assessments and activities that have been completed.

## **Placed Work-Based Components**

- Job development
- Employment
- Job retention
- Job coach

### **Array of Services**

#### **Job Development**

When placing students in a new business, the case manager will contact the business partner to see if they would like to partner with Career Start (See Appendix A).

Case Managers have at their disposal several business partners that have hosted their students previously. When they have a student appropriate for one of these work sites the Case Manager contacts the employer to set up an interview prior to beginning a work experience. Job placement is ultimately decided by the employer.

The Career Start maintains a directory of community businesses that are currently hiring for students desiring direct placement. Updates are sent out to all Case Managers which are given to teachers to share with students seeking employment. Career/Job Fair information is shared with Case Manager. When feasible, Case Managers transport students to the Career/Job Fairs.

#### **Employment**

WA1 students may be eligible for two different employment situations: Paid Work Experience (WA1 paid) or Direct Hire (employer paid). Not all students will have a work experience; it is a privilege.

#### **Paid Work Experience**

Students are recruited either by self-referral or referral from their special education teachers and/or IEP team for consideration for a paid work experience. Appropriate students who attend the summer program are given priority for paid work experience. Students who have little to no work experience are considered second. Students with work experience are considered for remaining hours. Students must be able to work independently in order to be considered for a paid work experience. Students must be eligible for a work permit in order to have a paid work experience. All students are hired through SVUSD at the current minimum wage. Prospective student employees are interviewed by the prospective job site before beginning work. Employers are presented with a folder of pertinent information including the student's emergency contact information (See Appendix B). Student job performance is evaluated by the

employer and shared with the Case Manager. Paid work experience is not a guarantee, but a privilege. Employment can be terminated at any time if it is determined by the Employer and WA1 Case Manager. Paid employment is determined on a year to year basis as determined by State funds. The number of hours each student is paid is determined by the Career Start Program Specialist based on State funds. No WA1 funds will be used for additional holiday or overtime pay. A student must attend more than 50% of their school day on campus in order to have a paid work experience. Students are required to follow SVUSD Discipline Guidelines on and off campus. A student must notify the employer and Case Manager when he/she will be absent from work. Upon completion of the designated work experience hours it is the decision of the employer to hire the student. A permanent position is not guaranteed through WA1. WA1 is not allowed to be addressed in any part of the I.E.P./I.T.P./notes. Career Start will follow State and Federal Labor laws.

Upon completion of the paid work experience, the supervisor will complete a Career Start Internship Evaluation (Appendix B) which will be given to the Case Manager. This document will be discussed with the student.

#### **Required Documentation for Work Experience (Appendix C)**

- Job Notification to Parents
- Permission Form for Mobility Training (if applicable)
- Emergency Information and Consent for Treatment
- Release and Authorization to Use Student Image
- Career Start – Internship Training Agreement
- Employer Release Authorization – Photo/Video/Article
- SVUSD Zero Tolerance Policy
- Appropriate Work Attire
- Disability Disclosure Release
- 4Worker’s Compensation Letter
- Copy of Picture ID
- Signed Work Permit (if under 18)
- Employee Permanent Record
- District Required Notifications
- I-9 Eligibility to Work
- W-4 Withholding Allowance
- Employee’s Withholding Allowance Certificate
- District Application
- Signed Social Security Card
- Picture ID (State or School Issued)
- Parent Signature if Under 18



## **Requirements for Work Permits**

- Completed *Statement of Intent to Employ a Minor and Request for Work Permit* (Appendix C)
- Signed *Permit to Employ and Work* (Appendix C)
- 2.0 GPA based on the semester and/or quarter reports (not progress grades)
- Attendance – A student may not be on an attendance contract (generated after 10 unexcused absences)

## **Direct Hire**

Each case manager maintains a list of current job openings for students to peruse. This list is updated each week. The case manager may assist students in locating employment, as well as completing job applications and preparing for the interview.

## **Job Retention**

Case managers work with students who are currently employed to develop the skills to keep their jobs, concentrating on social skills to successfully integrate into the workplace culture. Lessons in self-advocacy are also stressed.

## **Job Coach**

Job coaches provide support and assistance to WA1 students for training, placement, and maintenance of jobs, including mobility and job training. They interface with employers, care providers, and others concerning job training and performance. Job coaches assist in the development of employment opportunities, including on-site contact with present and potential employers. They may also work with students in completing job applications, writing resumes, and building interview skills.

## **Interdisciplinary Advisory Committee**

Career Start staff participates in a sizeable interagency committee to enhance our project goals. The Orange County Adult Transition Task Force meets once per month with community stakeholders from Department of Rehabilitation, Regional Center of Orange County, Social Security Administration, Orange County Department of Education, Goodwill, Vocational Visions, business partners, community college representatives, other school districts, and parents. This team discusses current legislation in the labor market and local issues relating to transition and WA1. It is an ideal forum to create community partnerships not only with businesses, but with other school districts and service agencies. Information from this meeting is taken back and shared with the transition team and WA1 staff.

The Program Specialist is a member of the Career Technical Education Perkins Advisory Committee which meets to discuss the state of the industry for job growth, industry

certifications, latest trends, and youth issues in the work force. This is a multi-district committee.

The Program Specialist and Job Developer are members of the Business Advisory Committee which meets four times per year. The purpose of this meeting is to recognize and share our community partners and learn about other possible business partners. This committee is a multi-district committee.

The District Special Education Department convenes the Community Advisory Committee four times per year. The purpose of this committee is to advocate for effective Special Education programs and services. This committee is comprised of parents.

Several WA1 staff are members of the Saddleback College CAP Advisory Committee. The purpose of this group is to facilitate the smooth transition of students from the high school to community college program, with special emphasis on the services available for students with disabilities.

## **WorkAbility 1 Personnel**

Erin Spillane	POSA	949-830-5302
Vicki Reese	El Toro High School	949-586-6333 ext. 236185
Marilyn Nation	Laguna Hills High School	949-770-5447 ext. 234166
Jackie Kashima	Mission Viejo High School	949-837-7722 ext. 235138
Lynn Moore	Trabuco Hills High School	949-768-1934 ext. 237550
Scott Jameson	Silverado High School	949-830-5302
Sandy Lissin	Esperanza/FUTURES	949-830-5302
Katrina Zepeda	Clerk	949-830-5302
Linda Cameron	Job Technician 1	949-830-5302
Elaine Holroyd	Job Technician 1	949-830-5302

This Policy and Procedures Manual will be reviewed yearly and updated as necessary.