

**WorkAbility I High School
Array of Services
Approved 9/10/13**

The following matrixes list a full continuum of services that are consistent with the California *Education Code (EC)* and components in an effective transition system for high school students. Coordinated through a student’s Individualized Education Program (IEP), these components are used to create a successful transition experience for students with disabilities. This document will assist WorkAbility (WAI) programs to define their role within the local educational system. WAI recognizes that effective transition requires collaboration with key stakeholders.

A WAI-served student must be provided career/vocational assessment, employment/post-secondary education planning (School-Based Preparatory Experiences), a minimum of one service from the Career Preparation & Work Based Learning Experiences and one service from the Collaboration/Youth Development & Leadership section. **Of these, at least one must be directly provided by WAI or documentation must exist of WAI’s role in the indirect provision of the service.** WAI Programs are strongly encouraged to collaborate with the local school and community to design a quality transition system that provides the full array of services.

I. School-Based Preparatory Experiences: Elements that are commonly part of the school curriculum and/or educational delivery system.

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Program	TPP/ Dept. of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
Career/Vocational Assessments: Provide career and transition assessments to help students identify their school and post-school career interests and goals. May include formal and informal assessments including authentic assessments (portfolios).											
Employment/Post-Secondary Education Planning: Assist students to understand the career decision-making process that culminates with their personal career / educational plan and provision of transition-related guidance including exploration of post-secondary options. Use interests to develop course of study.											
Curriculum Integration of Work-Readiness Skills/ Contextual Learning: Teach common core college and career readiness standards in the context of their application to career development and work-readiness/soft skills.											

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Career/Vocational Education: General education CTE classes, Pathways and elective classes in course of study that provide an introduction to job skills and technical training and prepare students for post-secondary outcomes.											

II. Career Preparation & Work Based Learning Experiences: Activities, learning experiences or strategies to increase career awareness, provide students with work-readiness skills and connect the classroom to work. Engage in work-based learning experiences. **A student must receive at least one of the following services to qualify as served by WAI (to qualify as placed a student must participate in paid employment).**

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE /Regional Occupational Program	Dept. of Rehabilitation	School Counselor	Business	EDD /Workforce Investment Act	Community College	DDS / Regional Center	Other
Career Awareness / Exploration Activities: Provide opportunities to engage in activities that increase knowledge of career options (eg. career fairs, tours, job shadowing and use of technology to explore choices). Enhance informed decision-making.											
Career Preparation/Job Search: Improve job readiness - work-place basic skills (soft skills, 21 st Century Skills, SCANS skills). Provide training on how to seek and obtain employment through application, interview, resume, portfolio, use of labor market information; training to utilize social media responsibly to search and apply for employment opportunities. (resources: O'NET, My Next Move, Occupational Handbook).											
Work-Based Learning Includes participation in classroom and community based experiences that develop job skills through internships, service learning, workplace mentoring experiences and earning entry job certifications / permits (eg:food handler's permit, forklift operations permit).											

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Job Development: Establish training and/or employment opportunities for students. Requires the development of training plans with the work site supervisor.											
Employment / Work Experience: Provide on-the-job training experiences that link to school credit.											
Job Retention: Provide training on maintaining, upgrading, leaving employment.											
Work-Site Mentor/ Supervisor: Identify and train an employee to be a natural support at the worksite.											
Job Coach: Include training & support of a student's work site skills in a work experience or employer-paid placement (either on or off the job).											
Work-Site Follow-Along/ Employer Communication: Establish routine contact with employer to evaluate, troubleshoot and coach student and monitor work training plan.											

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- III. Youth Development & Leadership:** Engage youth in the process of developing self advocacy and self determination skills that apply to the classroom and the community.
- Collaboration:** Link students with community agencies that provide support for transition after they leave high school; Engage business partners to advise and support work-based learning opportunities that lead to career readiness. **A student must receive at least one of the following services to qualify as served by WAI.**

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<p>Self-Advocacy/ Disability Awareness Provide training to find, formally request and secure appropriate supports and reasonable accommodations in education, training and employment settings. Resource: Job Accommodation Network (JAN)</p>											
<p>Youth Leadership Provide training in self advocacy and conflict resolution. Opportunities to develop and demonstrate team and leadership skills</p>											
<p>Destination / Transportation Training: Provide training to use transportation resources to support independence including public transportation & support in obtaining driver's license.</p>											
<p>Life Skills/Independent Living Provide training in the use of community resources, domestic skills, money management, finding and maintaining housing, identification of post-school support. Includes benefits planning</p>											
<p>Family Participation & Support of Transition: Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services.</p>											
<p>Partnership and Collaboration: Engage business partners and post-school support agencies in local/regional communities of practice to advise, share expertise and resources and offer opportunities to youth.</p>											

**WorkAbility I Middle School
Array of Services
Approved 9-10-13**

The following matrixes list a **full continuum** of services that are consistent with the California *Education Code (EC)* and components in an effective transition system for middle school students. Coordinated through a student’s Individualized Education Program (IEP), these components are used to create a successful transition experience for students with disabilities. This document will assist WorkAbility (WAI) programs to define their role within the local educational system. WAI recognizes that effective transition requires collaboration with key stakeholders.

A WAI-served student must be provided career/vocational assessment, career/secondary education planning (School-Based Preparatory Experiences), a minimum of one service from the Career Preparation & Work Based Learning Experiences and one service from the Collaboration/Youth Development & Leadership section. **Of these, at least one must be directly provided by WAI or documentation must exist of WAI’s role in the indirect provision of the service.** WAI Programs are strongly encouraged to collaborate with the local school and community to design a quality transition system that provides the full array of services.

I. School-Based Preparatory Experiences: Elements that are commonly part of the school curriculum and/or educational delivery system.

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Program	Dept. of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
Career/Vocational Assessments: Provide formal, informal and situational age appropriate evaluations of strengths, preferences, interests, and transition needs including Middle School Transition Portfolio (a collection of documentation of students’ exploration of interests, learning styles and careers)											
Career /Secondary Education Planning: Assist students to identify tentative career interests and develop their personal career educational plan that is incorporated into a four year high school plan.											
Curriculum Integration of Work Readiness Skills/Contextual Learning: Integrates career development and employment skills-NCDG and SCANS-into contextual learning of standards and core academic subjects.											

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II. Career Preparation & Work Based Learning Experiences: Activities, learning experiences or strategies to increase career awareness, provide students with work-readiness skills and connect the classroom to work. **A student must receive at least one of the following services to qualify as served by WAI.**

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Program	Dept. of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
Career Awareness & Exploration Activities: Engage students in activities that provide the opportunity to develop an awareness of career options such as industry tours, guest speakers and career fairs & activities that provide opportunities for more in-depth first hand exposure to specific career pathways such as job shadows & and educational requirements.											

III. Youth Development & Leadership: Engage youth in the process of developing self advocacy and self determination skills that apply to the classroom and the community.

Collaboration: Link students with community agencies that provide support for transition before & after they leave high school; Engage business partners to advise and support work-based learning opportunities that lead to career readiness. **A student must receive at least one of the following services to qualify as served for WorkAbility I.**

Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Program	Dept. of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
Self Advocacy/Disability Awareness Training to develop an awareness of skills, strengths and aptitudes. Develop an awareness of disability and accommodations.											
Destination/ Transportation Training: Provide training and/or information of community resources and transportation resources to support independence including public transportation											
Independent Living/Functional Skills: training in the use of community resources, domestic skills,											

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Age and Grade Appropriate Services	General Education	Special Education	WAI	CTE / Regional Occupational Program	Dept. of Rehabilitation	School Counselor	Business	EDD / Workforce Investment Act	Community College	DDS / Regional Centers	Other
money management, finding and maintaining housing, etc.											
Family Participation & Support of Transition: Engage family and supportive adults in assisting students to set goals and start planning their future.											