

Policies and Procedures for the WorkAbility I (WAI) Program
Overview of the WorkAbility I (WAI) Program:

Project WorkAbility I (WAI) is mandated by the California State Legislature through Ed Code Section 56470, which reads: “The Legislature finds and declares...(a) that an essential component of transition services developed and supported by the State Department of Education is Project WorkAbility (d) 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.”

Project WAI for over 30 years, has provided support to special education students’ and their transition to adulthood. At this time, the WAI Grant’s funding formula for Anaheim Union High School District requires 1,574 adult transition high school students and 200 junior high school students to be “served”. Students range between 12 and 22 years of age and qualify under the gamut of special education eligibilities. Students listed as “served” have participated in academic preparation, as well as transitional activities for career awareness, employment, and independent living/life management skills. The grant also requires that 25 percent of those students “served” to be “placed” in employment settings. Student wages and worker’s compensation are paid out of the grant funds. Students may have the opportunity of being placed in an employment site for paid work experience only one time per year, either during the summer program, or the academic school year program. The students are limited to 50 hours with wages set at the current minimum wage. As minimum wage increases, so will the student’s hourly pay. The WAI program is only available to students in our school district with current Individualized Education Plans (IEPs/ITPs). This program is an opportunity and not an entitlement of services. (See the pre-requisites for participation section.)

The WAI staff includes: a part-time program coordinator, 2 vocational education counselor/transition specialists, 2 job developers, and WAI teacher liaisons at each school site. The WAI staff is involved with many multi-disciplinary organizations and consortia at the community, region, state, and national levels. WAI staff also participates in state and regional trainings, and business meetings. Currently AUHSD’s WAI program has over 200 business partnerships within the communities of Buena Park, La Palma, Anaheim, Stanton, Cypress, Fullerton, and Long Beach. The WAI program has been designed to assist/support special education students at their various levels of need (RSP, MM, MS, Adult Transition). The continuity and equitability of the WAI program across the District is maintained.

The WorkAbility I coordinator is the initial contact person for the administration of the WAI District Grant. Policy and procedures are prepared based on the Grant requirements, labor codes, employer recommendations, District input, and demonstrated “Best Practices”. When the California Department of Education (CDE) gives directives for policy changes to the WAI program, these changes will be made to the policy and procedures by the WAI coordinator through a Board approved addendum. When the WAI State Advisory or our Regional Executive Committee makes

recommendations on behalf of the WAI program, the suggestions will be reviewed by the WAI coordinator to determine if “Best Practice” changes to the policy and procedures are needed for the program. The WAI coordinator will also review any policy and procedure concerns or questions presented by any party to determine if it requires a change or redefinition to an area of this document. The coordinator may also seek input from District administration, District legal counsel, and/or director of Special Youth Services.

Target Population:

The WAI program is designed to provide transition related activities and supports for special education students within the overall transition services that the District provides as part of their Individual Education Plan (IEPs) and Individual Transition Plans (ITPs) that include post-secondary goals. These students must reside within the District boundaries and attend a school within the District. Participation within the WAI program is not an entitlement. The WAI program serves special education students within the gamut of eligibilities. The various strands are listed below:

1. RSP (Resource): Students work after school, weekends, and evenings. Student/family provide their own transportation.
2. MM (Mild/Moderate): Students work after school, weekends, and evenings. Student/family provide their own transportation.
3. MM/LHs (Mild/Moderate/Learning Handicapped Severe): Capable students may work during the school day or after school, on weekends and evenings. Student/family provide their own transportation for after school, weekend, and evening employment.
4. MM/LHs (Mild/Moderate/Learning Handicapped Severe): Students within the MM/LHs programs on our high school campuses work during the day with instructional aide (IA) support. Twelfth graders only. Up to five students per semester work two to three days a week, approximated three hours of work/travel time per week. Bus passes are provided by the WAI program/school district.
5. SH (Severely Handicapped): Students within the SH programs on our high school campuses work during the day with instructional aide (IA) support. Twelfth graders only. Up to five students per shift. These students may work one or two days a week with a maximum of 50 hours of paid work per academic year. Bus passes are provided by the WAI program/school district.
6. Adult Transition MM/LHs (18 to 22 years of age): Capable students may work during the school day or after school, weekends, and evenings. Student/family provide their own transportation.
7. Adult Transition MM/LHs (18 to 22 years of age): These students work during the school day, two to three days a week for a maximum of 50 hours of paid work per academic year. These students have the support of instructional aides (IAs) at their work sites. Bus passes are provided by the WAI program/school district.
8. Adult Transition SH (18 to 22 years of age): These students work during the school day, two to three days a week for a maximum of 50 hours of paid work per academic year. These students have the support of instructional aides (IAs) at their work sites. Bus passes are provided by the WAI program/school district.

Referral/Recruitment Process:

The referral/recruitment process to the WAI program is accomplished through many avenues such as, student surveys and requests completed within the classrooms, referrals made by case carriers and/or WAI teacher liaisons and staff, student/parent requests, and through informal/formal assessments and interviews completed by the vocational education counselor/transition specialist. The names of these students are provided to the job developers who personally interview and speak with each student and parent to determine their level of readiness and interests. The WAI program maintains continuity and equitability across the District and across the spectrum of special education programs. The job developers place students at employment sites over the course of the year as long as the timeframe is feasible to complete the allotted 50 hours. There is a limit to the number of subsidized work placement opportunities for the students. The WAI program is currently funded to "Place" a maximum of 400 students. This number is subject to change depending on CDE and grant funds. Every year the WAI program meets that number. However, if additional students request employment placement after that number has been reached, appropriate student names will be placed on a waiting list for the next year's summer or academic year program.

Pre-requisites for Participation:

Special education students wishing to participate must complete the WAI program package, which includes the Program Guidelines signed by both student and parent, a Work Training Agreement, paperwork to obtain a work permit through the WAI program, complete the Employment Eligibility Verification form from the Department of Homeland Security, and complete a W-4 Form. Students who participate and receive monetary compensation for their work experience are considered employees of AUHSD and as such must be employable. Students without social security cards/numbers may participate but will not be able to receive monetary compensation as they would not be eligible for employment within the workforce. These students without social security cards/numbers would be eligible for voluntary, non-paid work experience within non-profit organizations if their current special education academic/transition program supports this during the school day.

The Program Guidelines paperwork must be signed by both parent and student. This outlines the criteria for participation and must be agreed to by both parent and student. This includes:

1. Giving permission for the student to participate within the WAI program;
2. The understanding that the student is held accountable for signing in and out at their work site if they want to receive their paycheck;
3. The understanding that the student is only being paid and working for the maximum of 50 hours per school year (no overtime is given);
4. The understanding that the current minimum wage will be earned for each hour he/she signs in for on their timesheet and has been approved by the management of that work site;

5. The understanding that the checks are given on the first pay date that is available after their job training experience start date;
6. The understanding that the student will qualify to get paid after all required paperwork is approved by AUHSD Board of Trustees; and
7. The understanding that the student can be terminated from the job training experience due to absenteeism, tardiness, or behavioral problems at school or at the job training site. (Behavioral problems that also include drug/alcohol use, theft, vandalism, harassment, fighting, and job abandonment.) If an eligible student demonstrates or engages in the above listed unacceptable behaviors at school, community, or worksite, the student will be at risk of being terminated from the WAI program or placed on probation. This is subject to a case by case determination.

Student Selection Process:

1. Recruitment of students for the WAI I program is outlined within the Education Code Requirement section of this document.
2. Referrals are given to the job developers.
3. Criteria considered for an appropriate candidate to the WAI I program include acceptable grades, behavior, and attendance.
 - Information is obtained from school site administration, case carrier, counselor, student, and parent.
4. Job developers meet with the student/candidate at the school site for a discussion and interview.
5. Information obtained and reviewed include the student's: access to work readiness skills, level of interest, supports available within the home, work related interests, skill levels, and possible employment sites.
6. WAI I applications are reviewed and given to the student/candidate to take home for parent signature, if not already completed.

Paid Placements:

1. Job developers meet with the student/candidate to:
 - Supply work permits,
 - Review available job training employment opportunities,
 - Review job training employment sites, locations, and access,
 - Assist, when needed, in job site applications,
 - Review interview process and procedures,
 - Review job requirements,
 - availability, schedules, timesheets
 - payroll procedures
 - attendance, punctuality, calling out sick process
 - dress code and proper hygiene
 - acceptable employee/employer relationships
2. Job developers attend all interviews with the student/candidate.
3. The job developers make sure that the student/candidate leaves the interview with all the information needed for a successful job training employment experience. The information on this form includes the student's name, name of

work location, work location address, supervisor's name, supervisor's phone number, start date, first pay date, where the student/candidate is able to pick up the paycheck (room number at their school site), their schedule, and the job developer's names and phone numbers.

4. The student will receive a job training employment skills evaluation upon the conclusion of employment experience.
5. The student will receive a WAI certificate upon successful completion of their job training employment experience.
6. This information is shared with the case carrier, school site staff, parent, and student at IEP/ITP meetings.

*Criteria that would exclude a student from participating in or be a cause for termination of the job training employment paid or unpaid work experience includes:

- Absenteeism
- Tardiness
- Behavior problems at school or on the job training employment site
- Drug/alcohol use
- Theft
- Vandalism
- Sexual misconduct
- Harassment
- Fighting
- Job abandonment

Education Code Requirements:

WAI Vision/Mission Statement:

The vision of CDE, Special Education Division is that all individuals with disabilities will successfully participate in preparation for the workplace and independent living.

The mission of WAI is to promote the involvement of key stakeholders (students, families, WAI 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.

WAI 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.

WAI achieves this mission primarily by providing work-based learning experiences for all WAI students.

Section 56471 California Education Code states that:

WAI 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 quality adult life, and (9) utilization of an interdisciplinary advisory committee to enhance the project goals.

Recruitment:

High school: WAI staff and stakeholders are in the process of creating/redefining the District's Policies and Procedures for the WAI program. High school students with a current IEP are eligible to be counted as the "served" population. The District utilizes many strategies to promote WAI services and recruit participants on an on-going basis. Staff presents the availability of options, programs, and services at transition IEPs (eighth to ninth grade). High school counselors meet with incoming ninth graders to provide academic and career counseling to develop a four-year educational plan (reviewed and annually updated) based on student's needs, educational, and career goals. Information is presented to parents, staff, and students at IEP meetings and documented within the IEP/ITP. WAI information is available to parents and students at their school sites and District office, e.g. brochures (created by FTN, BEL, Mentor, and WLS committees), posters, by case carriers, and by WAI staff. High school students complete student surveys, interviews, and questionnaires in class or with WAI staff to obtain college/career information to be presented and documented within IEPs/ITPs. Referrals are made to the WAI program by case carriers and/or WAI staff. Students complete application packets, obtain parent signatures, meet with WAI staff for evaluation, assessment, career counseling, pre-employment skills, placement, training, and follow-up. HS students receive array of service information at IEP meetings which may include internal/external community agency linkages: WAI, Transition Partnership Program (TPP), Workforce Investment Act (WIA), Workforce Training Act (WTA), Department of Rehabilitation (DOR), Work Experience (WE), Regional Occupational Program (ROP), Regional Center of Orange County (RCOC), California Children's Services (CCS), and California Technical Education (CTE) opportunities. The District facilitates a yearly College/Career Fair at the Anaheim Convention Center in which WAI staff participates.

Junior high school: Junior high school students with a current IEP are eligible to be counted as the "served" population. The District utilizes a wide range of strategies to promote WAI services and recruit participants on an on-going basis. District staff and junior high school and high school counselors present the availability of options, programs, and services at transition IEPs to include sixth to seventh grade and eighth to ninth grade. High school counselors visit the feeder junior high school. High schools provide academic and career counseling. Information is also presented to parents, staff, and students at IEP meetings and documented within the IEPs/Present Levels/Goals. Students complete COINs (eighth graders), student surveys, interviews, and questionnaires in class or with WAI staff to obtain college and career information to be presented and documented with IEPs/Present Levels/Goals. Referrals are made to the WAI program by case carriers and/or WAI staff. WAI information is available to parents and students at their school sites and the District office, e.g. brochures (created by FTN, BEL, WLS, and Mentor committees), posters, case carriers, and WAI staff. Students receive array of service information at IEP meetings which may include internal and external community agency linkages: WAI, TPP, WIA, DOR, WE, ROP, OCRC, CCS, and CTE opportunities. Parents are invited to attend the yearly College/Career Fair at the Anaheim Convention Center in which WAI staff participates.

Assessment:

High school: WAI staff, teacher liaisons, school counselors, and case carriers at the high schools are conducting informal and/or formal pre-vocational skills assessments, interest inventories, aptitudes, and career exploration activities for all students with a current IEP. This information is presented to parents, students, and staff at IEP meetings and is documented within the Present Levels of Performance, Pre-Vocational goals and/or Individual Transition Plans of appropriate age students. This information is updated and reviewed annually to assist the students with college and career planning towards their post-secondary goals. Students are encouraged to work with their case carriers and WAI staff to manage and update their Work Readiness/Student Transition Portfolios to facilitate the acquisition of self-advocacy skills in preparation of future education and employment opportunities. Informal assessment may include: person-centered questionnaires and interviews, classroom career exploration/vocational learning activities, Job Club activities, Self-Advocacy Checklist, "Take Charge for the Future-Learning Styles Checklist", "Making Plans for after High School-Educational Interest Survey", and "Youth At Risk Screening Questionnaire-Strengths and Challenges Inventory". Formal Assessments may include: COINS, Picture Inventory Career Survey (PICS), Careers For Me, Careers For Me Plus, and Self-Directed Search (SDS). Students who have been "placed" as defined by the WAI program are also evaluated in the following areas: work readiness skills, job interest level, dependability, attendance, job skills/competence, and progress at the job training/employment site. The "placed" student will receive an employment skills evaluation and certificate upon successful completion of the job training experience to be kept within their Work Readiness/Student Transition Portfolio.

Junior high school: WAI staff, WAI teacher liaisons, school counselors, and case carriers at the junior high schools conduct informal and/or formal pre-vocational skills assessments, interest inventories, aptitudes, and career exploration activities for all students with a current IEP. This information is presented to parents, students, and staff at IEP meetings and is documented within the Present Levels of Performance, Pre-Vocational goals and/or Individual Transition Plans of appropriate age students. This information is updated and reviewed annually to assist the student with college and career planning towards their post-secondary goals. Students are encouraged to work with their case carriers and WAI staff to manage and update their Work-Readiness/Student Transition Portfolios to facilitate the acquisition of self-advocacy skills in preparation of future education and employment opportunities. Informal assessment may include: interviews, classroom career exploration/vocational learning activities, Job Club activities, Self-Advocacy Checklist, "Take Charge for the Future-Learning Styles Checklist", and "Youth At Risk Screening Questionnaire-Strengths and Challenges Inventory". Formal Assessments may include: COINS (8th Graders), Picture Inventory Career Survey (PICS), Careers For Me, Careers For Me Plus, and Self-Directed Search (SDS)..

Counseling:

High school: WAI Staff, WAI teacher liaisons, case carriers, and high school counselors meet with students/parents on an individual and group basis at various times to provide guidance and information on academic pathways, educational expectations, post-secondary education, and career opportunities. Counseling provides guidance and information to students and parents on educational/academic expectations as they transition from junior high school to high school and when appropriate to the Adult Transition program as well as elective courses that develop pre-vocational skill sets that align with the student's interests. Student's post-secondary educational and vocational/career goals are documented, reviewed, and updated yearly within the present levels of performance and goal section of the IEP and within the four-year course of study on the ITP. Staff counsels the student and family at IEP meetings and recommend steps and supports to establish and meet both long and short-term educational, career, and independent living goals. Classroom presentations are conducted by WAI staff and counselors to provide information about the integration of academic pathways with career/vocational opportunities, programs, and supports that are available. Information presented includes an overview of various opportunities such as Adult School, ROP/ROC, Trade/Tech programs, Community Colleges, Military Service, private vocational training schools, and four-year universities. Self-advocacy skills and the student's ability to access the various available disability support services programs are stressed. WAI staff facilitates college campus and disability office tours so that high school students receive direct counseling by college representatives on educational/training requirements/career pathways. WAI staff and counselors recommend, refer, and assist families with application procedures to supported employment, adult programs, workforce services (RCOC, DOR), and the SSA office. High school parents/students are invited and encouraged to attend college/career opportunities such as College Night, Financial Aid Night, and the District's annual College and Career Fair at the Anaheim Convention Center.

Junior high school: WAI staff, WAI teacher liaisons, case carriers, and junior high school counselors meet with students/parents on an individual and group basis at various times to provide guidance and information on academic pathways, educational expectations, post-secondary education, and career opportunities. Counseling provides guidance and information to students/parents on educational and academic expectations as they enter junior high school and transition to high school, as well as elective courses that develop pre-vocational skill sets that align with the student's areas of interests. Student's post-secondary educational and vocational/career goals are documented, reviewed, and updated yearly within the present levels of performance and goal sections of the IEP. Staff counsels the student/family at IEP meetings recommending steps/supports to establish and meet both short and long-term educational, career, and independent living goals. Classroom presentations are conducted by the WAI staff and counselors to provide information about the integration of academic pathways with available career/vocational opportunities, programs, and supports. Focused information is presented on the importance of self-advocacy and pre-vocational skills. WAI staff and counselors introduce, recommend, refer, and assist families with application procedures to educational and workforce services (Regional Center, Department of Rehabilitation,

California Children's Services) and the Social Security Administration Office. Parents and students are invited and encouraged to attend high school open houses as well as college and career opportunities such as College Night, Financial Aid Night, and the District's annual College and Career Fair at the Anaheim Convention Center.

Pre-employment Skills Training:

High school: The District has aligned its mission statement of 21st Century College and Career Readiness-college preparation, career development, and work readiness skills with the implementation of Common Core standards. High school students have access to District partnerships that include Tiger Woods Learning Center, the Anaheim Achieves program through the YMCA, as well as District programs- WAI, DOR (Department of Rehabilitation), ROP (Regional Occupational Program), and CTE (Career Technical Education), all of which focus on college and career awareness/exploration/preparation and skills training of the students. All students and their parents are encouraged to attend the annual College and Career Fair sponsored by the District at the Anaheim Convention Center. WAI staff, case carriers, and school staff meet with students both individually and in group/class activities to provide integrated curriculum based instruction for work readiness and to develop pre-employment/pre-vocational skill sets. WAI staff and school site staff provide high school students with career exploration/job search lessons and host guest speakers from various occupations. Activities include the understanding of skill sets needed for certain jobs, interview skills, appropriate personal appearance-hygiene, attire, language, time management/organizational skills, travel training, mobility, and transportation. WAI staff at the high school level provide job readiness informational meetings to students and their parents (if they choose to attend) prior to job placement. Student's progress is shared, reviewed, updated, and documented within their Work Readiness/Student Transition Portfolio, as well as presented and documented at their IEPs and included within the present levels of performance section, pre-vocational goals, and ITPs.

Junior high school: The District has aligned its mission statement of 21st Century College and Career Readiness-college preparation, career development, and work readiness skills with the implementation of Common Core standards. Junior high school students have access to District partnerships that include Tiger Woods Learning Center, the Anaheim Achieves program through the YMCA, as well as District programs- WAI, DOR (Department of Rehabilitation), ROP (Regional Occupational Program), and CTE (Career Technical Education), all of which focus on college and career awareness/exploration/preparation and skills training of the students. All students and their parents are encouraged to attend the annual College and Career Fair sponsored by the District at the Anaheim Convention Center. WAI staff, case carriers, and school staff meet with students both individually and in group/class activities to provide integrated curriculum based instruction for work readiness and to develop pre-employment/pre-vocational skill sets. WAI staff and school site staff provide junior high school students with career awareness/exploration by facilitating job club activities, job search lessons, hosting guest speakers from various occupations, and community based instruction/activities. Job club activities include the understanding of the skill set needed for certain jobs, interview skills, appropriate personal appearance-hygiene, attire, and language, time management and organizational skills, travel training,

mobility, and transportation. Student's progress is shared, reviewed, updated, and documented within their Work Readiness/Student Transition Portfolio as well as presented and documented at their IEPs and included within the present levels of performance section and pre-vocational goals.

Vocational Training:

High school: High school students receive vocational training when they are placed at employment sites through the WAI program. Currently the WAI program partners with over 200 businesses that provide a wide range of opportunities to include the interest areas of education and training, sales and customer service, health science, information technology, hospitality and tourism, food services, and human services. WAI requires employers to complete a student evaluation at the end of their job training experience that rates the student's initiative, work quality and quantity, attendance, attitude, and job skills. The results of the evaluation are reviewed with the student. Upon successful completion of the job training experience the student receives a certificate. High school students may take ROP and elective classes, DOR and TPP workshops, and participate in after school programs that provide vocational training and opportunities to explore the connections between academics, their interests, and work. WAI staff, school counselors, and case carriers assist students in coordinating their course of study to include career/vocational classwork that supports the post-secondary goal for education/training and employment with related work experience. All vocational training information is shared with parents, reviewed, updated, and documented annually at the student's IEPs/ITPs, and Work Readiness/Student Transition Portfolios.

Junior high school: Utilizing information obtained by informal assessments, career awareness/career exploration activities, and COINs administration, the WAI staff, case carriers, and counselors at the junior high school level assist students in taking career technical education classes and various electives to provide opportunities of learning job readiness skills in their area of interest that support academic and pre-vocational goals. Junior high school students are also encouraged to join various school groups, clubs, and sports teams to further vocational, leadership and self-advocacy skills in their area of interest. Students and parents are introduced to high school programs that may include ROP, DOR, TPP workshops, other District partnerships (Anaheim Achieves-YMCA, Tiger Woods Learning Center), and encouraged to participate in after school programs that provide vocational training and opportunities to explore the connections between academics, their interests, and work. WAI staff, school counselors, and case carriers assist students in coordinating their course of study to include career/vocational classwork that supports their post-secondary goals for education/training and employment with related work experience. All vocational training information is shared with parents, reviewed, updates, and documented annually at the student's IEP within the Present Levels section and Pre-Vocational goals section as well as their Work Readiness/Student Transition Portfolios.

Student Wages for Try-Out Employment:

High school: The WAI program provides subsidized and unsubsidized job training/job sampling at various businesses throughout the area for student employment during the

school year/summer work program. Students of appropriate age and skills set have the opportunity to be referred to the WAI program for job placement as per District policy and procedure. WAI staff meet and interview the student to discuss the program and requirements. Based on information obtained from school site staff, case carriers, counselors, parents, and the student, WAI staff assesses the appropriateness of the student for placement. Upon completion of all paperwork, job developers place the student at a job training/employment site in their area of interest. Placement allows the student a maximum of 50 hours (subject to change) of job training/work experience per academic year. Wages paid through the WAI grant reflect the current minimum wage. Students capable of working independently are placed at work sites after school/weekends. Students with more significant disabilities have the opportunity to go out during the school day and are supported at the work sites through the assistance of instructional aides (job coaches). All students are supported/monitored throughout the work experience by the WAI staff. Student work performance is evaluated by the employer and shared with WAI staff to discuss with the student. Students receive a certificate upon successful completion of a 50 hour work experience to be kept in the Work Readiness/Student Transition Portfolio. The results of the work performance evaluation/job training experience is shared and discussed at the next IEP meeting to be integrated within the IEP/ITP for updated transition planning.

Placement In Unsubsidized Employment:

High school: Students receive multiple opportunities to actively explore careers and participate in job-preparedness activities within the classroom, through program partnerships (YMCA, Tiger Woods, Gear-Up, ROP, DOR), by teachers/case carriers, and WAI staff. These activities may include the students attending job fairs, participating in “mock interviews”, enrolling in ROP/elective courses, learning skills that include resume writing, job application completion, cover letters, appropriate attire/hygiene, and conversational/interview skills. The District’s WAI program has approximately 200 businesses who accept our students in training positions. WAI staff place students in their preferential job sites with the understanding that the student meets the needs of the employer and if possible will be considered by the employer for a direct hire. Updated lists of currently working “placed” students are provided by the WAI staff to the campus WAI teacher liaison. WAI staff provides information from the employer’s evaluation of the student’s job training/work experience to the WAI teacher liaison at the school site to share with the case carrier for integration into transition and career planning to be presented and discussed with the family. The WAI staff and case carriers, assist whenever possible in helping students transition from subsidized to unsubsidized employment by locating employers who are hiring and by supporting the student through the hiring process.

Other Assistance with Transition to a Quality Adult Life:

High school: The WAI staff, school counselors, and case carriers provide high school students and families with information related to local community, county, and state disability resources and linkages. These resources may include the Department of Rehabilitation, Orange County Regional Center, Orange County Transportation Authority, Dale MacIntosh Mobility Center, Orange County Department of Mental

Health, Medi-Cal, Social Security Administrative Office, The Braille Institute, Employment Development Department, California Children's Services, Social Services, Foster Youth Services, local law enforcement departments, local philanthropic organizations, Disabled Services Programs, Adult Transition Services/Programs, and North Orange County Community College District. WAI staff assists in this process by obtaining information from these agencies then provides general information, makes referral, assists with applications and orientations and facilitates site visits for families upon request. This information is delivered in classroom presentations, at Parent Nights, during College and Career Fairs, during IEPs, and events hosted by District staff. WAI staff, school counselors, and case carriers encourage students and families to become more involved in school and community activities such as social/recreational events, sports, churches, clubs, and organizations that offer opportunities on the school campus, as well as in the local community.

Junior high school: The WAI staff, school counselors, and case carriers provide junior high school students and families with information related to local community, county, and state disability resources and linkages. These resources may include the Department of Rehabilitation, Orange County Regional Center, Orange County Transportation Authority, Dale MacIntosh Mobility Center, Orange County Department of Mental Health, Medi-Cal, Social Security Administrative Office, The Braille Institute, Employment Development Department, California Children's Services, Social Services, Foster Youth Services, local law enforcement departments, local philanthropic organizations, Disabled Services Programs, Adult Transition Services/Programs, and North Orange County Community College District. WAI staff assists in this process by obtaining information from these agencies then provides general information, makes referral, assists with applications and orientations, and facilitates site visits for families upon request. This information is delivered in classroom presentations, at Parent Nights, during College and Career Fairs, during IEPs, and events hosted by District staff. WAI staff, school counselors, and case carriers encourage students and families to become more involved in school and community activities such as social/recreational events, sports, churches, clubs, and organizations that offer opportunities on the school campus, as well as in the local community.

Utilization of an Interdisciplinary Advisory Committee to Enhance Project Goals:

The District is supportive of college and/or post-secondary education and career readiness. WAI goals support the District's transition goals, as well as the District's mission statement. The District provides the WAI staff opportunities to participate within various District committees and task forces, school site department committees, and is linked with community, county, and state resources/agencies such as: an interdisciplinary coalition associated with the Orange County Adult Transition Task Force, WAI Advisory, North Orange County Community College District (NOCCCD), California Association of Work Experience Educators, National Community of Practice on Transition, Region #1-Neighborhood #1 Committee, and the California Transition Alliance to provide a forum for expanding and marketing the WAI program and transitional services offered by the school District. The WAI staff and WAI teacher liaisons, as an interdisciplinary task force, meet quarterly to re-evaluate the WAI program for continued success. WAI staff and the director of Special Youth Services

meet on a quarterly basis to discuss concerns and prioritize goals for the program. WAI staff participates in joint regional director's business and state meetings/trainings to share ideas and information for continued success within the program. The WAI program coordinator is an alternate for the Family Transition Network Committee and also attends/participates on the Executive Committee for Region I. WAI staff are continuously investigating and partnering with community businesses and organizations. The information gleaned from these various organizations is utilized by the WAI staff, WAI teacher liaisons, and the District in the continuing development of the "best practices" model for the District's WAI program that benefit both junior high school, high school, and Adult Transition students within the program.

Job Descriptions:

Job descriptions for the staff of the WAI program are accessible through the Anaheim Union High School District's Human Resources Department.

- Program Specialist/Program Coordinator
- Vocational Education Counselor/Transition Specialist
- Job Developer

WAI teacher liaison responsibilities include:

1. Attend WAI teacher liaison committee meetings approximately four times per school year.
2. Become the point person for coordination/collaboration at their school site with the WAI program District office personnel: program coordinator, job developers, vocational education/transition counselors, and supervised interns.
3. Disseminate information to ALL special education teachers at their school site.
4. Promote the WAI program at their school site.
5. Support case carriers who have students within the WAI program as these case carriers will manage, track, and document the WAI information for their student's files and IEPs/ITPs.
6. Become the point person for special education staff in regards to questions, materials, resources, and concerns.
7. Distribute WAI paperwork, forms, etc., as needed to special education staff. Supply of extra forms will be maintained by the liaison.
8. High school liaisons-collect and check for paperwork completion prior to sending to the District office.
9. Junior high school liaisons-coordinate the administration of the COINS assessment for all eighth grade special education students, collect all the completed COINs assessment booklets from the eighth grade special education students, make copies of the required pages, give a copy to the student's case carrier to be placed in the teacher file for IEP completion, send these copies to their District office school site support staff to be placed within the student's District file, and send home the completed COINs booklets with the students to share with their parent.
10. Distribute student paychecks to case carriers and/or student. Make sure that the student paychecks are signed for.

11. WAI teacher liaisons will be paid up to nine hours per semester at an hourly rate for participation as the liaison, which could be subject to change if the grant funds/parameters change.

Board of Trustees
May 10, 2016