

Ventura County SELPA  
Emily Mostovoy-Luna  
Assistant Superintendent  
<https://www.vcselpa.org>

# WORKABILITY I Program Guidelines

**To be utilized by Job Developers, Project Administrators, and  
Other School District Personnel**

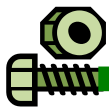
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**for the implementation of WORKABILITY I Projects  
as administered by the VENTURA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA  
(VC-SELPA)**

2019

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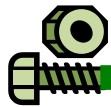


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# Introduction to WorkAbility I





## OVERVIEW

*WorkAbility* is administered by the **California State Department of Education, Division of Special Education**.

*WorkAbility I* began as a program plan in 1981 and has continued each year to add Local Education Agency participants. Currently, *WorkAbility I* has served over 250 school districts statewide. During the 14-15 school year, *WorkAbility I* served over 100,000 secondary students with disabilities. *WorkAbility I* is funded by both state and Federal funds (14-15 = \$39.525 million).

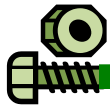
At the local level *WorkAbility* is administered by the **Ventura County Special Education Local Plan Area (SELPA)**. Most districts serving secondary students participate in this project with SELPA coordination and facilitation.

The *SELPA* receives a fiscal allocation from the state at the beginning of each program year. The *SELPA* then allocates funds to the districts to operate the project, based on the numbers of students aged 15-22 in the district. The district is required to commit to serving a certain number of students according to the funds they will receive.

The *SELPA* is responsible for coordination of billing, monitoring budget, liaising with the California Department of Education, and forwarding data to the State. The *SELPA* is required to send a representative twice a year to Project *WorkAbility* Conferences, as well as to *WorkAbility* Region 2 Meetings. The *SELPA* also coordinates mandatory, quarterly *WorkAbility* Committee meetings which provide an opportunity for sharing of vital information regarding *WorkAbility*, staff development, and technical assistance as well as an opportunity for trouble shooting and sharing among program staff. A representative from each project site must attend these meetings held at the Ventura County SELPA office.

The districts are responsible for providing services to students. There are no minimum hours, and services may range from brief training in pre-employment skills or coaching in unsubsidized employment to subsidization of wages in try-out employment. The data collection/documentation process is reasonably simple.

For further assistance with this project, please call Joanna Della Gatta, Director of Transition & Technical Support, at (805) 437-1560.



# TIME GUIDELINE

Project WorkAbility begins on September 1 and culminates May. The following is a guideline outlining various *WorkAbility* activities and a suggested time frame for when they should be done.

<b>September</b>	Each district receives their allocation for the coming school year. Based on district allocations, districts submit a proposed budget worksheet. Student identification process begins.
<b>September-October</b>	Orientation for new staff. Attend first, mandatory WorkAbility Meeting. Employer Appreciation Events. Project representatives participate in personal interviews with SELPA Director.
<b>November-December</b>	Students identified for involvement in Project. Portfolios started. Career/Vocational assessment and goals set. Best practice to put on transition page and in goals/objectives. Pre-employment skills training, youth development and leadership, career prep. work-based learning activities.
<b>December-January</b>	Attend second mandatory WorkAbility Meeting.
<b>January - May</b> Ongoing	Continue required elements- place in portfolio- work on job readiness skills. Job development, placement and follow up.
<b>March - May</b>	Attend 3 <sup>rd</sup> mandatory Project WorkAbility Meeting. Enter student data in web-based program. Begin follow ups.
<b>May</b>	Follow-up data – collect any obtained from CASEMIS clerks. Conduct all 1yr follow ups and enter date by deadline. Submit all Baseline and Follow-up Data on web-based program by deadline. Submit names for Employer Recognition. – End of program.
<b>June</b>	All data to be submitted to CDE by Program Director.

# WorkAbility 1 Education Code Requirement Report for Year-End 2018-2019

## Ventura County SELPA (034-02)

### 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.*

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#### **1. Recruitment:**

Within the Ventura County SELPA, each district and/or site has a clear process for recruitment which is well articulated and noted in district policies and procedures. Each have been reviewed and signed by school district/site administration. All students with IEPs over the age of 15 who have an active transition plan are eligible for referral/participation, including students who are diploma-bound, certificate-bound or attending the 18-22 programs throughout the SELPA. WorkAbility I staff recruit students grades 9-12 through presentations in Special Education English, Government, Economics, Directed Studies, Career classes and from the vocational skills (18-22) post-secondary schools/programs. Some sites recruit students in collaboration with the school's career center, who have applied for work permits, other times students are referred by the parent, referred by Department of Rehabilitation student services or from a WorkAbility I program at the student's previous school/district. WorkAbility I specialists are available for walk-ins (self-referrals). Students eligible for special education are considered by the case manager/school counselor/work experience teachers/program specialist and referred students are interviewed individually by the WorkAbility I specialist as part of the screening process. Criteria students must meet include interview, transition needs determined in the transition plan, and satisfactory behavior and attendance. Input from the student, family members, peers, general and special education teachers, school administrators, related service providers, and outside agency providers is considered during the referral process. Eligible juniors, seniors and post-secondary students are then assessed and counseled before developing and addressing their transition goals. The recruitment process, including elements, benefits and strategies for participation in the WorkAbility I program are communicated to families via mail, email, phone calls, at IEP meetings, and transition fairs. When appropriate, written policies are shared with families/students.

#### **2. Assessment:**

The following vocational assessment tools are used by various staff at our sites: SELPA Transition Portfolio Guide and on the SELPA website (for Families/Students and for Teachers/Staff), O'Net, Picture Career Inventory, Unique Passport Activities, Career Interest Inventory, Naviance, Ventura County SELPA SCANS Inventory, work preference inventory, work assessment rubric, on the job observation and assessment, task analysis (separate tool used by staff and student), Brigance Career Interest Inventory, Personal Data Wizard, teacher-made interest inventories, CA CareerZone, Transition-to Work, and SCANS Work Readiness assessment. Students in Ojai Unified School District take College and Career Foundations to explore college and career interests and create a 10-year plan. Assessments are used as a platform to discuss/determine career outcomes and services in the areas of education/training, employment and independent living (including community access), which in turn, drive career planning, and are used

to develop transition goals and a course of study in the IEP. Assessment results are shared in IEP meetings with parents, students, service providers and agency representatives. Students are counseled about career interests and skills, present levels are determined, post-secondary outcomes are discussed, and transition related goals and services are determined. Assessments are also placed in the student's transition portfolio for reference during ongoing transition planning while the student is in school. Students/adult students/parents (if conserved) are encouraged to share assessment results at transition planning meetings (IPE and IPP) with other agencies (DOR and the Regional Center).

### **3. Counseling:**

Based on current job readiness, opportunities and transition plans, whole class/group/individual vocational counseling activities include: Special education case managers and/or WorkAbility I specialists develop transition goals with the students; Using the transition pages of the IEP to map the year's transition related career activities; Review career interest assessment results, then have student research some of the careers on the Internet and discuss; Conference with student about job readiness, self-advocacy, disability awareness and work accommodations; Talking with groups/individuals about career and college readiness/pathways/adult education/military options/vocational programs (Certificate of Achievement Programs at Ventura County Community College District, Ventura County Office of Education Career Education Center, California Conservation Corps, Job Corps)/18-22 programs/adult day programs; Resume/job application guidance/workshops; Interview skills workshop to prepare for mock interviews; Follow up on classroom based mock job site stations; Community business/employer presentations; Job coaching with students using a work assessment rubric or situational assessment; Work site follow up with employers/business partners; Workability I specialists available for walk-ins; Collaborative career development with DOR potentially eligible and student services and Regional Center (TCRC) at the IEP meeting.

### **4. Pre-employment skills training:**

WorkAbility I staff conduct group/classroom activities integrated into the curriculum (People Smart, Unique, DOR student services learning modules, SELPA Transition Portfolio activities, teacher-designed) on the following topics: job searching skills, interview attire/skills, master job application, journal/list/job tracking of places that students have applied, cover letters, resumes, portfolio development, social skills, personal hygiene, mock time-card (work hours and required breaks), phone calls to employers, transportation training, obtaining an ADA card, sending thank-you cards, state and federal labor laws, food handlers certification and "soft skills" for employment. Others work on self-advocacy/disability awareness/ workplace accommodations. Many facilitate career speakers and employer panels from various industries and hold job/career fairs. Several have mock interviews with school administrators or community business partners and a non-profit student store. Other sites have classroom jobs, including classroom assistant para-educator, lunch orders, laundry, vacuuming, dishes, window cleaning and photo copying. Sites have a culinary program where students do everything from cooking, to wait staff, to clean up. Others have pre-employment training for recycling and gardening, animal and agricultural husbandry. One site's garden sustains weekly salad lunches for teachers and support staff. Structured work tasks at various locations are monitored by staff and rotated for varied experiences. Prior to beginning a rotation, students meet with a job coach to go over expectations, transportation and task analysis followed by a "dry-run" to practice transportation to the job site and introduce themselves to management. Case managers and/or WorkAbility I staff discuss the purpose of pre-employment training (preparation for competitive integrated employment) with families at the IEP meeting and follow up with staff. The DOR curriculum modules include an interview skills board game and development of the "elevator speech resume" to the high school classes (ages 16-21). DOR held a job fair at the local recreation center and students handed out resumes and introduced themselves to local business employers. Students volunteered in the food service tent at the local tennis tournament in Ojai, the Ojai Library used book sale, the Fillmore High School Agriculture club's pancake breakfast, and at the Santa Paula Animal Rescue Center.

### **5. Vocational training:**

A variety of activities include pre-vocational skills training such as classroom and on campus training in packaging skills, retail stocking/re-shelving, mail delivery, cash register skills, teacher's aide, participation in Career Education Center (CEC) ROP courses, job shadowing and internships. Some CEC courses students are taking include set design, hospitality, manufacturing, drones, floral design, graphic design, auto body, medical/dental, fashion design, engineering, video game and web design, law enforcement, welding, and a career exploration course where the students explore a variety of the courses within one semester. The courses are aligned with career pathways and implemented through the Ventura County Innovates program. There are several on campus businesses including recycling programs, flowers, greeting cards, grinding and packaging coffee, holiday pins and marketing. There are many training opportunities/paid placements at local businesses with which the school has a partnership. Partners this year include: Pizza Man Dans, Fillmore Veterinarian Animal Hospital, Main Street Meat Market, Surfside

Seafood, Ventura County Animal Services, Rancho Simi Recreation and Park District, Plaza Stadium 14 Cinemas, WSS, local chapters of Boys and Girls Club, CVS, Walgreen's, Green Thumb, Marriott Hotels, Super A Market, PetCo, Smart and Final Extra, Harley Bowling Centers (Simi), Starbuck's, Domino's, Simi Hills retirement Home, Dargan's, Anacapa Brewing, McDonald's, Bark Avenue, Andria Seafood, Grocery Outlet, Aldi, Sushi Fresh, Ojai Frosty, One Step A La Vez, Kids Cove, Oak Park Unified School District, Ventura County Office of Education, Staples, Alejandro's salon, Bookends, Glo West, Ventura County libraries, Gizmo Wizards. Vocational training and experiences are part of the students' individual course of study, which is driven by their education/training, employment and independent living IEP goals. Students practice using time cards, are evaluated and given feedback and reflect weekly, quarterly, at the semester and annually at the IEP meeting. Several schools have a job opportunity board which students use to find vocational and educational opportunities.

#### **6. Student wages for try-out employment:**

All student workers are paid California minimum wage. Ventura County SELPA does not use subminimum wage. District WorkAbility I policies outline site specific procedures for subsidized placements, including 2.0 GPA (considered and based on individual student needs), attendance, behavior, school staff input and guided by the transition plan in the IEP. Sites provide subsidized wages for a try-out period and establish an agreement with the employer that the student will be considered for unsubsidized hire at the end of the training period. Others use the subsidized wages to give students a variety of training opportunities which are determined in the student's individualized plan. Students are monitored/evaluated by staff, progress is shared with case manager, student and family which is used to inform subsequent transition plans. Some students are applying for paid internships through TCRC service coordinators and accessing work experiences coordinated with DOR.

#### **7. Placement in unsubsidized employment:**

Some staff work with the Work Experience teacher to support Special Education students in finding and/or maintaining unsubsidized employment in the community. WorkAbility I staff develop rapport and relationships with potential employers in the community and encourage and support the students in searching and applying. Support staff and teachers assist students in job-specific resume writing, filling out the application and cover letter. Some drive students to interviews. Staff provide follow up with employers and re-teach skills with students when needed. Some hold interview workshops with community business partners. WorkAbility I staff facilitate students getting directly hired in the community and some students are hired as a result of job fairs/ employer panels. At multiple schools, WorkAbility I staff advertise available jobs on a bulletin board/website promoting job opportunities advertised to all students at the school. Individual post-secondary assessment results, outcomes, services and goals on the IEP inform transition services and a course of study that lead to employment. For example, a student expressing interest and abilities in the area of retail might take a CEC course in retail merchandising, trained at a store in the mall (subsidized) and then offered unsubsidized employment at the end of the training period. This year two students from Oxnard Union High School District who were taking a careers class, interned for 35 hours (unpaid), then subsidized for 5 hours and afterward hired directly by Plaza Cinema 14 in Oxnard. Students in the Future Farmers of America club in high schools throughout the county are raising livestock on the school farm and sold at the Ventura County Fair. Students use the money from the sales to reinvest in more animals, building community connections and their agriculture profile.

#### **8. Other assistance with transition to a quality adult life:**

WorkAbility I staff help students obtain bus passes, trolley tickets, ADA cards, and provide travel training when appropriate. The Ojai Education Foundation grant funds transition activities for the Ojai Community Based Instruction class. Other programs assist students in accessing Community Colleges by helping with college applications and FAFSA. The Family Resource Center, DOR and the TCRC have combined efforts with school districts for classroom presentations, job fairs, mock interviews, and career speakers. The DOR has met with school districts to design student services to meet each site's unique needs. In coordination with school sites and teachers, the DOR counselors initiate the intake process. DOR is participating with all of the school districts in our WorkAbility I project. At another site, the special education teacher brings former students into the classroom to address current seniors about applying for college and entering the workforce. Many sites work on budgeting skills, cooking, community access, social and life skills. Others promote healthy lifestyles by participating in inter-district Special Olympics Unify sports activities, going to the gym, YMCA and other recreational sites. Oxnard Union HSD hosted their annual job/career fair. Students at multiple sites visit the career center with their class throughout the year. DOR and Simi Career Institute provide Food Handling Training. Many school programs focus on safety, awareness and orientation to the community. Various sites provide Ability Awareness with elementary schools and high schools. Students who live in group homes and are foster/homeless have the benefit of additional services, including stipends for living expenses, assistance with college programs and transportation. The SELPA sponsors bi-annual Transition Fairs for



students and families, with close to 40 local adult services agencies participating. SELPA publications include an adult agency resource guide, community resource contact list, College/careers guides (for teachers and families), transition checklists, online resource links which are shared with all stakeholders at fairs, workshops, meetings and via email. These activities and resources exemplify the linkage between schools and agencies in Ventura County.

## 9. Utilization of an interdisciplinary advisory committee to enhance project goals- Project Description:

The SELPA has operated an Interagency Transition Coordinating Council since 1987. It is made up of representatives from government agencies (DOR, TCRC), vendors of TCRC and private non-profit agencies serving adults with disabilities, parents, WorkAbility I staff, and school staff. It focuses on the quality of the transition from school to adult life and serves as an advisory council to WorkAbility I, promoting program goals, discussing and addressing youth employment issues and building and strengthening community and interagency partnerships and coordination. All three of the WorkAbility I programs in the county participate. Activities this year have included presentations from DOR student services and United Parents. Each year, the SELPA directors present a workshop for parents on transition planning and the transition plan hosted by the FRC and held at the Regional Center. The council also sponsored the three Transition Network Team (TNT) meetings for WorkAbility I and secondary teaching staff. The SELPA director chairs the TNT and the meeting content planned with a steering committee consisted of teachers. This year, the network hosted a mini-agency fair, focused on accessing the SELPA website for transition planning (classroom activities, assessments and resources) and hosted an employment panel that consisted of DOR student services, the TCRC Employment Coordinator, and a WorkAbility I business partner. The SELPA director for transition attends the Post-secondary Employment Collaborative Network meetings facilitated by TCRC and annually hosts the final meeting of the school year with district transition representatives and local adult service providers in attendance. Our WorkAbility I project, along with Conejo and Las Virgenes is engaged in a Local Partnership Agreement (LPA) with DOR, TCRC, Rainbow FRC and community partners with an emphasis on the interagency coordination necessary for a smooth transition to adult life for students with intellectual and developmental disabilities. The Ventura County LPA was posted on the California Health and Human Services website in 2018. The LPA members strive for continuous improvement and plan to meet this summer to discuss current strengths, needs and update the existing agreement.

### Project Description:

The Ventura County SELPA WorkAbility I program is operated by the SELPA to provide career and vocational services to the special education students in our member districts. Two districts in the SELPA have separate WorkAbility I projects and operating budgets and although they do not participate in the SELPA program, they are collaborative SELPA partners in working with local agencies and businesses. This project has 9 districts with high schoolers, with 12 coordinators who meet throughout the year to collaborate. Each district program operates the according to their own policies and procedures with the goal for all students being competitive integrated employment. Students eligible to participate are 15-22 years of age, with disabilities spanning all 13 categories. The Ventura County SELPA encompasses a range of communities from urban to rural and varying industries from agricultural, retail and manufacturing to hospitality, human services and the food service industry.

## Ventura County SELPA (034-02)

### Summary as of 6/10/2019

STUDENTS SERVED AND PLACED IN 2018-19				
Eligible:	3,428	Enrolled: *	935	
To Serve (HS):	970	Served (HS):	1,052	
To Place:	242	Placed:	324	On Campus: 0
* Students count as Enrolled once a school of attendance is entered. Only currently enrolled students are included in this count.				

FOLLOW-UP SURVEYS FOR 2019			
Students to Follow Up:	581	Still Trying to Reach:	0
Successfully Reached:	324	Unreachable:	257

Required WorkAbility elements – Must have one each:

3) Portfolio (P)

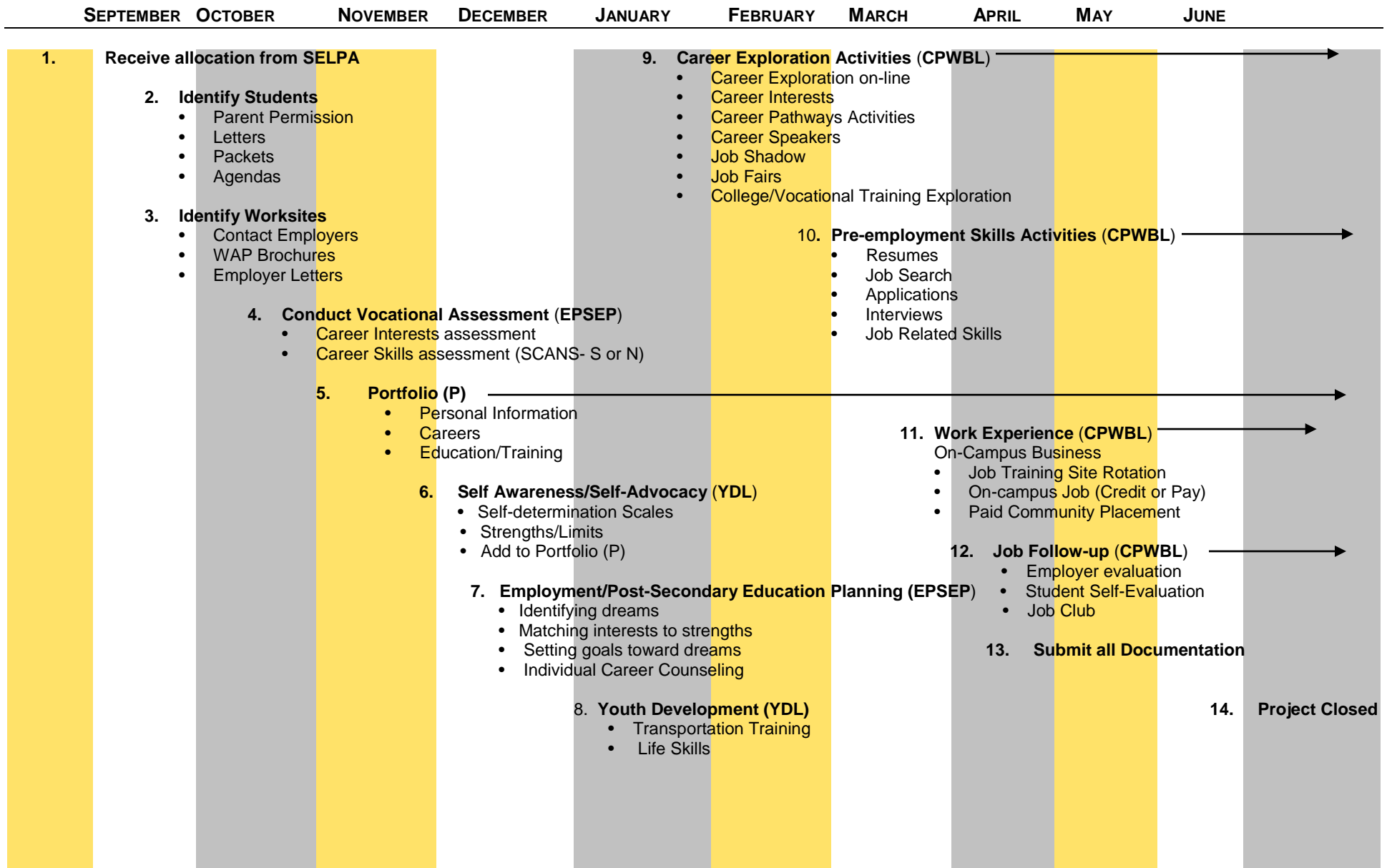
1) Career/Vocational Assessment (CVA)

4) Youth Development & Leadership (YDL)

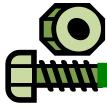
2) Employment/Post-Secondary Education Planning (EPSEP)

5) Career Prep. & Work-Based Learning (CPWBL)

## TIMELINE FOR WORKABILITY ACTIVITIES AND SERVICES







## ALLOCATIONS

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By utilizing the ***WorkAbility Allocation Worksheet*** (example located on the following page) each district is allocated a certain percentage of the total *SELPA* fiscal amount.

After the percentages are determined, the district is given a breakdown of the number of students that they are expected to “serve.”

District Directors of Special Education may budget their allocated funds into various categories based on the unique needs of their individual districts considering, for example, the degree of disabilities to be served, geography of service area, staffing considerations, existing program services, etc.

# WORKABILITY

## 2019 - 2020

### Proposed ALLOCATIONS-

BASED ON CASEMIS

	Actual 15 and over	Actual/ Revised %	To Be Served (after trading)
Fillmore Unified School District	154	4.4	43
Moorpark Unified School District	205	5.7	55
Oak Park Unified School District	83	2.3	22
Ojai Unified School District	98	2.8	27
Oxnard Union High School District *1	1568	44.3	430
Santa Paula Unified School District	156	4.4	43
Simi Valley Unified School District	622	17.6	171
VCOE- Special Education *2	161	4.6	45
VCOE- Court and Community *4	23	1	10
Ventura Unified School District	418	11.8	114
Local NPS *3	42	1.1	10
<b>TOTAL</b>	<b>3530</b>	<b>100</b>	<b>970</b>

\*1, \*2, \*3, \*4 See chart on back

# WORKABILITY

## 2019 - 2020

Actual 15 and over	Actual %	To Be Served
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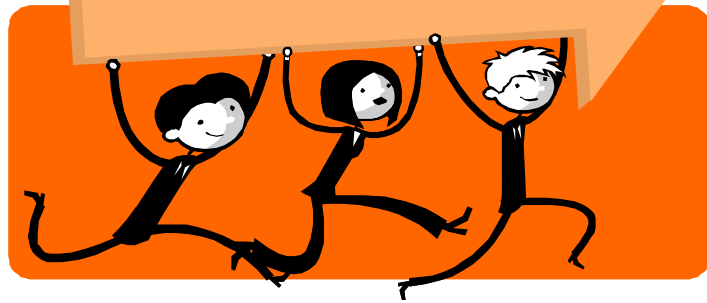
*1 OUHSD = 406			
Frontier	53	3	13
Pacifica	212	14	58
ACHS	220	14	60
CIHS- HS	210	13	56
CIHS-PS	77	5	22
Hueneme	230	15	65
Oxnard	199	13	56
Rio Mesa-PS	73	5	22
Rio Mesa-HS	177	11	47
ACE	34	2	9
Rancho Campana	46	3	13
Condor	37	2	9
Total	1568	100	430

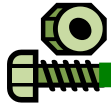
*2 VCOE Special Education = 49			
ACCESS	25	16	7
Boswell	59	37	17
Phoenix (SELPA)	36	22	10
Triton (SELPA)	36	22	10
Ojai TEAMS	5	3	1
Total	161	100	45

*3 NPS = 10			
Casa Pacifica	23	55	6
Passageway	19	45	4
Total	42	100	10

*4 VCOE Court/Community = 10			
Gateway	13	57	6
Providence	10	43	4
Total	23	100	10

# Program Documentation





## Program Documentation

WorkAbility is documented primarily through the state of California WorkAbility I web-based program. All WorkAbility coordinators need to have access to the web-based program, via the Internet. You will be given the web address and a password by the SELPA Secretary, Juanita Delgadillo. There will also be an orientation to the program for new staff, given at the start of each program year.

There are two types of student level data entry, Baseline and Follow-up.

Baseline- To document services to students in the program year in order to get credit for “served.” All of the required information must be entered. In addition, the following services must have been provided and documented on the Array of Services Worksheet between September 1 – May 30 of the current program year in order to be counted as “served”:

- Career/ Vocational Assessment
- Employment/Post-Secondary Education Planning (including Portfolio)
- One item from the following Career Preparation & Work-Based Learning Experiences:
  - Career Awareness Exploration Activities
  - Career Preparation/Job Search
  - Work-Based Learning
  - Job Development
  - Employment/Work Experience
  - Job Retention
  - Work-Site Mentor/Supervisor
  - Job Coach
  - Worksite Follow-along
- One item from the following Youth Development & Leadership:
  - Self-Advocacy/Disability Awareness
  - Youth Leadership
  - Destination/Travel Training
  - Life Skills/Independent Living
  - Family Participation and Support of Transition
  - Partnership and Collaboration

In addition, if the student was placed, you will need to document the employer, job type, wages, hours, etc. **At least 25% of your students must be placed.** None of your placements may be on-campus.



The following are not considered to be on-campus placements:

- The student works in the cafeteria during lunch
- The student works for another company (than the school) located on campus
- The student works in a school-Based business and performs some duties off-campus.

Follow-up - One year after students have graduated or left the public schools due to aging out or getting a certificate of completion, you will need to contact them to ask them information as to their current status. Much (or hopefully all) of the information will be captured on the "Postsecondary Follow-up" form that is sent out from each district one year after the student leaves public school. Check with your district CASEMIS clerk to see if any of your former students have returned the Postsecondary Follow-up form.

The information about the former student is also entered into the program. The program will tell you which students require a follow-up.

This data all must be entered by the date required by SELPA each year.

## Baseline and Follow Along:

**STUDENT BASICS** | [Addresses](#) | [School/Agencies](#) | [Array of Services](#) | [Placements](#) | [Case Notes](#) | [Other](#) |

1. Name    
First Last
2. SSID
3. Date of Birth
4. Gender ☐ Male ☒ Female
5. Grade ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☒ 12 ☐ Ungraded
6. Disability
7. Ethnicity Is this student Hispanic or Latino? ☐ Yes ☒ No ☐ Declined to State
8. Race  
No matter how the question about Hispanic ethnicity was answered, please indicate below what you consider to be the student's primary race.
  - ☐ American Indian or Alaska Native
  - ☐ Asian
  - ☐ Chinese
  - ☐ Japanese
  - ☐ Korean
  - ☐ Asian Indian
  - ☐ Vietnamese
  - ☐ Laotian
  - ☐ Cambodian
  - ☐ Filipino
  - ☐ Hmong
  - ☐ Other Asian
  - ☐ Native Hawaiian or Other Pacific Islander
  - ☐ Hawaiian
  - ☐ Guamanian
  - ☐ Samoan
  - ☐ Tahitian
  - ☐ Other Pacific Islander
  - ☐ Black or African American
  - ☒ White
  - ☐ Other
  - ☐ Declined to State
9. WA1 Project Ventura County SELPA (034-02)

## Array of Services Page

[Student Basics](#) | [Addresses](#) | [School/Agencies](#) | **ARRAY OF SERVICES** | [Placements](#) | [Case Notes](#) | [Other](#) | [Print](#)

Please check the boxes below to indicate services provided for this student. This page will be used to determine whether or not the student is considered "served" by WorkAbility

### **SCHOOL-BASED**

#### **PREPARATORY EXPERIENCES**

	General Ed	Special Ed	WA1	ROC/P	Dept of Rehab	School Counselor	Business	WIA	Regional Center	Community College	Other
Career/Vocational Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment/Post-Secondary Education Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Integration of Work-Readiness Skills/ Contextual Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career/Vocational Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **CAREER PREPARATION & WORK BASED LEARNING EXPERIENCES**

	General Ed	Special Ed	WA1	ROC/P	Dept of Rehab	School Counselor	Business	WIA	Regional Center	Community College	Other
Career Awareness / Exploration Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Preparation/Job Search	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-Based Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment / Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-Site Mentor/ Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work-Site Follow-Along/ Employer Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **COLLABORATION / YOUTH DEVELOPMENT & LEADERSHIP**

	General Ed	Special Ed	WA1	ROC/P	Dept of Rehab	School Counselor	Business	WIA	Regional Center	Community College	Other
Self-Advocacy/ Disability Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destination / Transportation Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Skills/Independent Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Participation & Support of Transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnership and Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Student Records/Placements

[Student Basics](#) | [Addresses](#) | [School/Agencies](#) | [Array of Services](#) | **PLACEMENTS** | [Case Notes](#) | [Other](#) | [Print](#)

Update the current or most recent placement with the form below.

**This student has NOT been placed this year.**

Start Date	<input type="text"/>
Employer	<input type="text"/> <a href="#">Not listed?</a>
Supervisor	<input type="text"/> first <input type="text"/> last
Phone	<input type="text"/>
Wage Per Hour	<input type="text"/>
Hours Per Week	<input type="text"/>
SSN	<input type="text"/>
Career Cluster	<input type="text"/>
If this placement is not a direct hire, is it:	
<input type="checkbox"/>	on the student's home school site?
<input type="checkbox"/>	subsidized?— If so, by whom? <input type="text"/>
<input type="checkbox"/>	transferred from subsidized to unsubsidized?
If so, <input type="checkbox"/>	same job? <input type="checkbox"/>
	different job? when? <input type="text"/>
* Date Ended	<input type="text"/>
* Reason Ended	<input type="text"/>
<input type="text" value="254853"/>	<input type="text" value="668502"/>
<input type="text" value="1193"/>	<input type="text"/>
<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

\* Complete these fields only when the placement has ended.

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## WorkAbility Required Follow-Up Data

All follow-up records must be complete before data can be submitted to CDE. To be considered complete, a follow-up record must meet one of the following conditions:

- for students who are **reached**, all survey questions must be answered (use “No Response” if applicable);
- for students who could **not be reached**, three attempts to make contact must be logged; or
- for students who prove **unreachable** (e.g. outdated contact info), the “Unable to Contact” box must be checked.

[Contact Information](#) | **FOLLOW-UP SURVEY** | [Case Notes](#) | [Print](#)

**Log each attempt to contact this student for follow-up.** After three unsuccessful attempts, the student will be classified as unreachable.

### Attempt #1

on  by   first  last Reached? ☒ Yes

### Attempt #2

on  by   first  last Reached? ☐ Yes

### Attempt #3

on  by   first  last Reached? ☐ Yes

**UNABLE TO CONTACT** — Exclude this student from future follow-up ☒ Yes (If yes, enter why below.)

### Follow-Up Survey

Years Out

**Employed?** ☐ Yes ☐ No ☐ No Response/Not Applicable

### Living Situation

☐ Independent ☐ Supported ☐ Family ☐ Other   
☐ No Response/Not Applicable

### Continuing Education

- ☐ Four-year college/university
- ☐ Community college
- ☐ GED program
- ☐ Vocational or technical school
- ☐ ROP classes
- ☐ Work Force Investment Act (WIA) supported program
- ☐ Military training
- ☐ Unknown
- ☐ Other Other:
- ☐ No Response/Not Applicable

#### Support Agencies

- ☐ WA1
- ☐ ROC/P
- ☐ Dept of Rehab
- ☐ School Counselor
- ☐ Business
- ☐ WIA
- ☐ Other Other:
- ☐ No Response/Not Applicable

Save

Cancel

**CBEDS CODES AND CAREER CLUSTER AREA*****CBEDS Codes definitions may be found at:***<http://www.cde.ca.gov/ci/ct/pk/documents/nontrad.xls>

The following chart shows various jobs that can be used in the Career Cluster selection:

This list represents a crosswalk of career technical education programs by Course Group State, the 15 Industry Sectors as identified by the California CTE Standards, and the Career Pathway Code and name. The list identifies those programs that are nontraditional for females (F) and males (M). The list is issued and updated by California Department of Education for the purposes of reporting career technical education data.							
<u>Classification of Instructional Programs</u>		<u>Nontraditional</u>		<u>Sector</u>	<u>Industry Sector</u>	<u>Pathway</u>	<u>Career</u>
<u>Code</u>	<u>CBEDS Title</u>	<u>Male</u>	<u>Female</u>	<u>Code</u>	<u>Title</u>	<u>Code</u>	<u>Pathway</u>
<u>4011</u>	<u>Plant Science</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>106</u>	<u>Plant and Soil Science</u>
<u>4012</u>	<u>Soil Science</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>106</u>	<u>Plant and Soil Science</u>
<u>4013</u>	<u>Viticulture</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>106</u>	<u>Plant and Soil Science</u>
<u>4015</u>	<u>Crop Production</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>106</u>	<u>Plant and Soil Science</u>
<u>4021</u>	<u>Introduction to Animal Science</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>103</u>	<u>Animal Science</u>
<u>4022</u>	<u>Large Animal Science</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>103</u>	<u>Animal Science</u>
<u>4023</u>	<u>Small Animal Care &amp; Management</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>103</u>	<u>Animal Science</u>
<u>4024</u>	<u>Veterinary Science</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>103</u>	<u>Animal Science</u>
<u>4025</u>	<u>Aquaculture</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>103</u>	<u>Animal Science</u>
<u>4031</u>	<u>Introduction to Agricultural Mechanics</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>101</u>	<u>Agricultural Mechanics</u>
<u>4032</u>	<u>Agricultural Welding</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>101</u>	<u>Agricultural Mechanics</u>
<u>4033</u>	<u>Fabrication &amp; Construction</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>101</u>	<u>Agricultural Mechanics</u>
<u>4034</u>	<u>Engine &amp; Power Mechanics</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>101</u>	<u>Agricultural Mechanics</u>
<u>4035</u>	<u>Equipment Operation &amp; Repair</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>101</u>	<u>Agricultural Mechanics</u>
<u>4041</u>	<u>Ag Economics</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>100</u>	<u>Agricultural Business</u>
<u>4042</u>	<u>Ag Sales &amp; Marketing</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>100</u>	<u>Agricultural Business</u>
<u>4043</u>	<u>Ag Communications &amp; Leadership</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>100</u>	<u>Agricultural Business</u>
<u>4044</u>	<u>Ag Computers &amp; Technology</u>	-	<u>Yes</u>	<u>1</u>	<u>Agriculture and Natural Resources</u>	<u>100</u>	<u>Agricultural Business</u>

<u>4051</u>	<u>Introduction to Ornamental Horticulture</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>105</u>	<u>Ornamental Horticulture</u>
<u>4052</u>	<u>Floriculture &amp; Floral Design</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>105</u>	<u>Ornamental Horticulture</u>
<u>4053</u>	<u>Landscape Design</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>105</u>	<u>Ornamental Horticulture</u>
<u>4054</u>	<u>Greenhouse &amp; Nursery Management</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>105</u>	<u>Ornamental Horticulture</u>
<u>4055</u>	<u>Landscape &amp; Turf Management</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>105</u>	<u>Ornamental Horticulture</u>
<u>4061</u>	<u>Forestry</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>104</u>	<u>Forestry and Natural Resources</u>
<u>4062</u>	<u>Wildlife Management</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>104</u>	<u>Forestry and Natural Resources</u>
<u>4063</u>	<u>Natural Resource Management</u>	-	<u>Yes</u>	1	<u>Agriculture and Natural Resources</u>	<u>104</u>	<u>Forestry and Natural Resources</u>
<u>4071</u>	<u>Introduction to Agriscience</u>	-	-	1	<u>Agriculture and Natural Resources</u>	<u>102</u>	<u>Agriscience</u>
<u>4072</u>	<u>Agricultural Environmental &amp; Earth Science</u>	-	-	1	<u>Agriculture and Natural Resources</u>	<u>102</u>	<u>Agriscience</u>
<u>4073</u>	<u>Agricultural Biology</u>	-	-	1	<u>Agriculture and Natural Resources</u>	<u>102</u>	<u>Agriscience</u>
<u>4074</u>	<u>Advanced Agriscience</u>	-	-	1	<u>Agriculture and Natural Resources</u>	<u>102</u>	<u>Agriscience</u>
<u>4075</u>	<u>Food Science</u>	<u>Yes</u>	-	1	<u>Agriculture and Natural Resources</u>	<u>102</u>	<u>Agriscience</u>
<u>5527</u>	<u>Introduction to Stage Technology</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5621</u>	<u>Introduction to Graphic Arts</u>	-	<u>Yes</u>	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5622</u>	<u>Intermediate graphic technology</u>	<u>Yes</u>	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5702</u>	<u>Intro to Animation</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5711</u>	<u>Intermediate Animation</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5712</u>	<u>Internet publishing</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5713</u>	<u>Two-dimensional design</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5714</u>	<u>Three-dimensional design</u>	-	-	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5715</u>	<u>Film making</u>	-	<u>Yes</u>	2	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5716</u>	<u>Film/Cinema/Video Production</u>	-	<u>Yes</u>	2	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5717</u>	<u>Advanced Cinema/ Film/Video Production</u>	-	<u>Yes</u>	2	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>



<u>5718</u>	<u>Intermediate Dance Performance</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5719</u>	<u>Advanced Dance/Choreography</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5720</u>	<u>Intro to Professional Dance</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5721</u>	<u>Intro to Professional Theatre</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5723</u>	<u>Intro to Professional Music</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5724</u>	<u>Advanced Professional Music</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5725</u>	<u>Radio production</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5727</u>	<u>Intermediate Musical Performance</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5729</u>	<u>Introduction to Media Arts</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5730</u>	<u>Intro to Multimedia Production</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5731</u>	<u>Broadcast production</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5732</u>	<u>Intermediate Stage Technology</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5733</u>	<u>Stage Design and Production</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5734</u>	<u>Arts management</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5735</u>	<u>Intermediate Game Design</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>114</u>	<u>Game Design and Integration</u>
<u>5736</u>	<u>Advanced Game Design</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>114</u>	<u>Game Design and Integration</u>
<u>5737</u>	<u>Visual Art and Related Careers</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5742</u>	<u>Intermediate Theatre Performance</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5743</u>	<u>Advanced Theatre Performance</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>112</u>	<u>Performing Arts</u>
<u>5744</u>	<u>Stage production</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5745</u>	<u>Television production</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5751</u>	<u>Advanced Graphic Communications</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5752</u>	<u>Game Design</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5754</u>	<u>Commercial art</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>

<u>5755</u>	<u>Commercial photography</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5759</u>	<u>Photography production and technology</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5760</u>	<u>Photographic laboratory and darkroom</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5769</u>	<u>Other arts, media and entertainment</u>	-	-	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>111</u>	<u>Design, Visual, and Media Arts</u>
<u>5770</u>	<u>Broadcasting technology</u>	-	<u>Yes</u>	<u>2</u>	<u>Arts, Media, and Entertainment</u>	<u>113</u>	<u>Production and Managerial Arts</u>
<u>5501</u>	<u>Introduction to Building and Construction Trades</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>123</u>	<u>Residential and Commercial Construction</u>
<u>5502</u>	<u>Residential and Commercial Construction</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>123</u>	<u>Residential and Commercial Construction</u>
<u>5505</u>	<u>Brick, block, and stonemasonry</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>121</u>	<u>Engineering and Heavy Construction</u>
<u>5506</u>	<u>Exploring Building and Mechanical Systems</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>122</u>	<u>Mechanical Systems Installation and Repair</u>
<u>5507</u>	<u>Carpentry</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>121</u>	<u>Engineering and Heavy Construction</u>
<u>5509</u>	<u>Construction equipment operation</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>121</u>	<u>Engineering and Heavy Construction</u>
<u>5514</u>	<u>Furniture making</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>120</u>	<u>Cabinetmaking, Millwork, and Woodworking</u>
<u>5516</u>	<u>Heating, Ventilation, Air Conditioning (HVAC) systems</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>122</u>	<u>Mechanical Systems Installation and Repair</u>
<u>5520</u>	<u>Millwork and Cabinet Manufacturing</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>120</u>	<u>Cabinetmaking, Millwork, and Woodworking</u>
<u>5526</u>	<u>Introduction to Emerging Construction Technologies</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>121</u>	<u>Engineering and Heavy Construction</u>
<u>5531</u>	<u>Introduction to Woodworking principles</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>120</u>	<u>Cabinetmaking, Millwork, and Woodworking</u>
<u>5532</u>	<u>Cabinetmaking</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>120</u>	<u>Cabinetmaking, Millwork, and Woodworking</u>
<u>5533</u>	<u>Engineering and heavy construction</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>121</u>	<u>Engineering and Heavy Construction</u>
<u>5534</u>	<u>Introduction to Mechanical Construction</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>122</u>	<u>Mechanical Systems Installation and Repair</u>

<u>5950</u>	<u>Construction technology</u>	-	<u>Yes</u>	<u>3</u>	<u>Building and Construction Trades</u>	<u>120</u>	<u>Cabinetmaking, Millwork, and Woodworking</u>
<u>4623</u>	<u>Business Technology</u>	<u>Yes</u>	-	<u>4</u>	<u>Business and Finance</u>	<u>182</u>	<u>Business Management</u>
<u>4638</u>	<u>Business Communications</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>182</u>	<u>Business Management</u>
<u>4600</u>	<u>Accounting</u>	<u>Yes</u>	-	<u>4</u>	<u>Business and Finance</u>	<u>180</u>	<u>Financial Services</u>
<u>4602</u>	<u>Business fundamentals</u>	-	<u>Yes</u>	<u>4</u>	<u>Business and Finance</u>	<u>182</u>	<u>Business Management</u>
<u>4611</u>	<u>Banking and Financial Services</u>	<u>Yes</u>	-	<u>4</u>	<u>Business and Finance</u>	<u>180</u>	<u>Financial Services</u>
<u>4612</u>	<u>Business Financial Management</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>180</u>	<u>Financial Services</u>
<u>4622</u>	<u>Business Support and Services</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>182</u>	<u>Business Management</u>
<u>4625</u>	<u>International Business</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>181</u>	<u>International Business</u>
<u>4626</u>	<u>International Business Communications</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>181</u>	<u>International Business</u>
<u>4627</u>	<u>International Economics</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>181</u>	<u>International Business</u>
<u>4628</u>	<u>International Finance</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>181</u>	<u>International Business</u>
<u>4629</u>	<u>Personal Finance</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>180</u>	<u>Financial Services</u>
<u>4630</u>	<u>Business economics</u>	-	-	<u>4</u>	<u>Business and Finance</u>	<u>180</u>	<u>Financial Services</u>
<u>4637</u>	<u>Business management</u>	-	<u>Yes</u>	<u>4</u>	<u>Business and Finance</u>	<u>182</u>	<u>Business Management</u>
<u>4310</u>	<u>Exploratory Home Economics and Technology I and II (any of gr 6-8)</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4311</u>	<u>Consumer &amp; family studies comprehensive core I</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4312</u>	<u>Consumer &amp; family studies comprehensive core II</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4321</u>	<u>Child development and guidance</u>	<u>Yes</u>	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>130</u>	<u>Child Development</u>
<u>4323</u>	<u>Psychological development of children</u>	<u>Yes</u>	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>130</u>	<u>Child Development</u>
<u>4341</u>	<u>Consumer education</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4351</u>	<u>Family and human development</u>	-	-	<u>5</u>	<u>Education, Child Development, and</u>	<u>133</u>	<u>Family and Human Services</u>

					<u>Family Services</u>		
<u>4371</u>	<u>Resource management</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4391</u>	<u>Individual and family health</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>133</u>	<u>Family and Human Services</u>
<u>4398</u>	<u>Other consumer and family studies</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4400</u>	<u>Careers in child development</u>	<u>Yes</u>	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>130</u>	<u>Child Development</u>
<u>4401</u>	<u>Teaching careers or careers in education</u>	<u>Yes</u>	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>132</u>	<u>Education</u>
<u>4451</u>	<u>Family and human services</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>133</u>	<u>Family and Human Services</u>
<u>4452</u>	<u>Elder care/intergenerational services</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>133</u>	<u>Family and Human Services</u>
<u>4461</u>	<u>Consumer, personal and financial services</u>	-	-	<u>5</u>	<u>Education, Child Development, and Family Services</u>	<u>131</u>	<u>Consumer Services</u>
<u>4618</u>	<u>Telecommunications</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5550</u>	<u>Alternative Technologies</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5551</u>	<u>Introduction to electronics technology</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>140</u>	<u>Electromechanical Installation and Maintenance</u>
<u>5552</u>	<u>Emerging Technologies in Energy, Environment and Utilities</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5557</u>	<u>Computer electronics</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental Resources</u>
<u>5561</u>	<u>Electronics technology</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>140</u>	<u>Electromechanical Installation and Maintenance</u>
<u>5569</u>	<u>Energy, Society, and the Environment</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental Resources</u>
<u>5577</u>	<u>Principles of Power and Energy</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5582</u>	<u>Environmental Law and Policy</u>	-	-	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental Resources</u>
<u>5583</u>	<u>Introduction to Electrical Power Systems</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5584</u>	<u>Introduction to Environmental Resources</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental Resources</u>
<u>5585</u>	<u>Power and Energy Technology</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>143</u>	<u>Energy and Power Technology</u>
<u>5587</u>	<u>Water, Land Use, and the Environment</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental</u>

					<u>and Utilities</u>		<u>Resources</u>
<u>5691</u>	<u>Energy and environmental technology</u>	-	<u>Yes</u>	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>141</u>	<u>Environmental Resources</u>
<u>5692</u>	<u>Public utilities</u>	-	-	<u>6</u>	<u>Energy, Environment, and Utilities</u>	<u>142</u>	<u>Telecommunications</u>
<u>5571</u>	<u>Architectural and structural engineering</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>150</u>	<u>Architectural Design</u>
<u>5573</u>	<u>Principles of Engineering Design</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>152</u>	<u>Engineering Design</u>
<u>5574</u>	<u>Principles of Engineering Technology</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>153</u>	<u>Engineering Technology</u>
<u>5575</u>	<u>Principles of Environmental and Natural Science Engineering</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>154</u>	<u>Environmental Engineering</u>
<u>5705</u>	<u>Computer-aided drafting/design</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>150</u>	<u>Architectural Design</u>
<u>5707</u>	<u>Technical drafting</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>150</u>	<u>Architectural Design</u>
<u>5750</u>	<u>Environmental Engineering Level 2</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>154</u>	<u>Environmental Engineering</u>
<u>5781</u>	<u>Engineering Design Level 2</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>152</u>	<u>Engineering Design</u>
<u>5782</u>	<u>Engineering Technology Level 2</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>152</u>	<u>Engineering Design</u>
<u>5783</u>	<u>Principles of Design</u>	-	<u>Yes</u>	<u>7</u>	<u>Engineering and Architecture</u>	<u>150</u>	<u>Architectural Design</u>
<u>4331</u>	<u>Fashion textiles and apparel</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>160</u>	<u>Fashion Design, Manufacturing, and Merchandising</u>
<u>4333</u>	<u>Apparel design and construction</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>160</u>	<u>Fashion Design, Manufacturing, and Merchandising</u>
<u>4381</u>	<u>Housing and furnishings</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>161</u>	<u>Interior Design, Furnishings, and Maintenance</u>
<u>4382</u>	<u>Environmental design</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>161</u>	<u>Interior Design, Furnishings, and Maintenance</u>
<u>4410</u>	<u>Fashion merchandising</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>160</u>	<u>Fashion Design, Manufacturing, and Merchandising</u>
<u>4411</u>	<u>Fashion and textile design</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>160</u>	<u>Fashion Design, Manufacturing, and Merchandising</u>
<u>4412</u>	<u>Apparel Manufacturing, Production, and Maintenance</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>160</u>	<u>Fashion Design, Manufacturing, and Merchandising</u>
<u>4413</u>	<u>Makeup Artistry</u>	<u>Yes</u>	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>162</u>	<u>Personal Services</u>
<u>4430</u>	<u>Interior design, furnishings, and maintenance</u>	-	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>161</u>	<u>Interior Design, Furnishings, and Maintenance</u>

<u>5811</u>	<u>Barbering</u>	-	<u>Yes</u>	<u>8</u>	<u>Fashion and Interior Design</u>	<u>162</u>	<u>Personal Services</u>
<u>5812</u>	<u>Cosmetology</u>	<u>Yes</u>	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>162</u>	<u>Personal Services</u>
<u>5814</u>	<u>Manicuring</u>	<u>Yes</u>	-	<u>8</u>	<u>Fashion and Interior Design</u>	<u>162</u>	<u>Personal Services</u>
<u>4228</u>	<u>Abnormal Psychology:</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>195</u>	<u>Mental and Behavioral Health</u>
<u>4245</u>	<u>Biotechnology I</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>196</u>	<u>Biotechnology</u>
<u>4246</u>	<u>Biotechnology II</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>196</u>	<u>Biotechnology</u>
<u>4247</u>	<u>Biotechnology III</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>196</u>	<u>Biotechnology</u>
<u>4248</u>	<u>Child Development: Prevention and Early Intervention</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>195</u>	<u>Mental and Behavioral Health</u>
<u>4249</u>	<u>Dental Services</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4250</u>	<u>Diagnostic Services</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4251</u>	<u>Epidemiology in Public Health</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>199</u>	<u>Public and Community Health</u>
<u>4252</u>	<u>Fundamentals of Emergency Preparedness for Healthcare Facilities</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>197</u>	<u>Healthcare Operational Support</u>
<u>4253</u>	<u>Health Science Preparation</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>196</u>	<u>Biotechnology</u>
<u>4254</u>	<u>Introduction Mental &amp; Behavioral Health Careers</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>195</u>	<u>Mental and Behavioral Health</u>
<u>4257</u>	<u>Healthcare Occupations</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4258</u>	<u>Healthcare Occupations Supplemental</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4259</u>	<u>Introduction to Biotechnology</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>196</u>	<u>Biotechnology</u>
<u>4263</u>	<u>Introduction to Health Information and Records Systems</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>250</u>	<u>Healthcare Administrative Services</u>
<u>4264</u>	<u>Introduction to Healthcare Administrative Services</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>250</u>	<u>Healthcare Administrative Services</u>
<u>4269</u>	<u>Introduction to Healthcare Operational Support Occupations</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>197</u>	<u>Healthcare Operational Support</u>
<u>4270</u>	<u>Introduction to Public and Community Health</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>199</u>	<u>Public and Community Health</u>
<u>4271</u>	<u>Introductory Psychology:</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>195</u>	<u>Mental and Behavioral Health</u>
<u>4272</u>	<u>Materials Management and Purchasing</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>197</u>	<u>Healthcare Operational</u>

							<u>Support</u>
<u>4273</u>	<u>Medical Terminology</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>195</u>	<u>Mental and Behavioral Health</u>
<u>4274</u>	<u>Medical Insurance Billing and Coding</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>250</u>	<u>Healthcare Administrative Services</u>
<u>4275</u>	<u>Medical Office</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4279</u>	<u>Nursing Service</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4281</u>	<u>Nutrition Services for Healthcare</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>197</u>	<u>Healthcare Operational Support</u>
<u>4282</u>	<u>Personal and Community Health</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>199</u>	<u>Public and Community Health</u>
<u>4283</u>	<u>Public Health Emergency Preparedness</u>	-	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>199</u>	<u>Public and Community Health</u>
<u>4284</u>	<u>Therapeutic Services</u>	<u>Yes</u>	-	<u>9</u>	<u>Health Science and Medical Technology</u>	<u>198</u>	<u>Patient Care</u>
<u>4420</u>	<u>Food Service and hospitality services</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4361</u>	<u>Food and nutrition</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4362</u>	<u>Nutritional science</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4421</u>	<u>Food and Beverage Production and Preparation</u>	-	<u>Yes</u>	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4441</u>	<u>Hospitality, tourism, and recreation</u>	-	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>202</u>	<u>Hospitality, Tourism, and Recreation</u>
<u>4442</u>	<u>Hotel and Lodging Services</u>	-	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>202</u>	<u>Hospitality, Tourism, and Recreation</u>
<u>4443</u>	<u>Travel related services</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>202</u>	<u>Hospitality, Tourism, and Recreation</u>
<u>4444</u>	<u>Theme parks, attractions, and events</u>	-	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>202</u>	<u>Hospitality, Tourism, and Recreation</u>
<u>4471</u>	<u>Food science, dietetics and nutrition</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4472</u>	<u>Food science and technology</u>	<u>Yes</u>	-	<u>10</u>	<u>Hospitality, Tourism, and Recreation</u>	<u>200</u>	<u>Food Science, Dietetics, and Nutrition</u>
<u>4604</u>	<u>Network Engineering</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>172</u>	<u>Networking</u>
<u>4605</u>	<u>Essential Web Skills</u>	-	-	<u>11</u>	<u>Information and Communication</u>	<u>171</u>	<u>Media Support and</u>

					<u>Technologies</u>		<u>Services</u>
<u>4606</u>	<u>Computer Graphics and Media Technology</u>	-	-	<u>11</u>	<u>Information and Communication Technologies</u>	<u>171</u>	<u>Media Support and Services</u>
<u>4607</u>	<u>3D Media Design 1</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4615</u>	<u>Office Systems and Technologies</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>170</u>	<u>Information Support and Services</u>
<u>4616</u>	<u>Computer Programming and Game Design</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>175</u>	<u>Games and Simulations</u>
<u>4617</u>	<u>Game Design and Development</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>175</u>	<u>Games and Simulations</u>
<u>4619</u>	<u>Computer Programming for Solving Applied Problems</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4631</u>	<u>Database Design and SQL Programming</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4632</u>	<u>Digital Literacy</u>	-	-	<u>11</u>	<u>Information and Communication Technologies</u>	<u>170</u>	<u>Information Support and Services</u>
<u>4633</u>	<u>Computer Repair and Support</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>170</u>	<u>Information Support and Services</u>
<u>4634</u>	<u>Exploring Computer Science</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4635</u>	<u>Graphic Communications</u>	-	-	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4636</u>	<u>Multimedia and Animation</u>	-	-	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4646</u>	<u>Network Security</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>172</u>	<u>Networking</u>
<u>4647</u>	<u>Robotic Technologies</u>	-	<u>Yes</u>	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>4648</u>	<u>Social and New Media Technologies</u>	-	-	<u>11</u>	<u>Information and Communication Technologies</u>	<u>174</u>	<u>Software and Systems Development</u>
<u>5606</u>	<u>Jewelry design, fabrication, and repair</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>210</u>	<u>Graphic Production Technologies</u>
<u>5619</u>	<u>Welding technology</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>213</u>	<u>Welding and Materials Joining</u>
<u>5620</u>	<u>Specialized welding program</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>213</u>	<u>Welding and Materials Joining</u>
<u>5623</u>	<u>Exploring manufacturing &amp; design</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and</u>	<u>212</u>	<u>Machine and Forming</u>



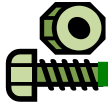
					<u>Product Development</u>		<u>Technologies</u>
<u>5625</u>	<u>Principles of manufacturing &amp; Design Technology</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5627</u>	<u>Advanced/Specialized Graphic Production Technologies</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>210</u>	<u>Graphic Production Technologies</u>
<u>5628</u>	<u>Advanced/Specialized Machining and Forming Technologies</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5629</u>	<u>Advanced/Specialized Product Design and Innovation</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>216</u>	<u>Product Innovation and Design</u>
<u>5630</u>	<u>Advanced/Specialized Welding and Materials Joining</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>213</u>	<u>Welding and Materials Joining</u>
<u>5631</u>	<u>Drafting/Computer Aided Design</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>216</u>	<u>Product Innovation and Design</u>
<u>5632</u>	<u>Emerging Technologies in Manufacturing and Product Development</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>216</u>	<u>Product Innovation and Design</u>
<u>5633</u>	<u>Exploration of Manufacturing Occupations</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5634</u>	<u>Graphic Production Technologies</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>210</u>	<u>Graphic Production Technologies</u>
<u>5635</u>	<u>Machining and Forming Technologies</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5636</u>	<u>Manufacturing/Materials/Processing/Production</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>216</u>	<u>Product Innovation and Design</u>
<u>5637</u>	<u>Manufacturing Comprehensive</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5638</u>	<u>Product Development</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>216</u>	<u>Product Innovation and Design</u>
<u>5639</u>	<u>Welding Technologies and Fabrication</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>213</u>	<u>Welding and Materials Joining</u>
<u>5756</u>	<u>Composition, make-up, and typesetting</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>210</u>	<u>Graphic Production Technologies</u>
<u>5762</u>	<u>Silk screen making and printing</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>210</u>	<u>Graphic Production Technologies</u>
<u>5940</u>	<u>Exploring technology (general industrial arts)</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>5955</u>	<u>Manufacturing technology (metal shop)</u>	-	<u>Yes</u>	<u>12</u>	<u>Manufacturing and Product Development</u>	<u>212</u>	<u>Machine and Forming Technologies</u>
<u>4100</u>	<u>Advertising Services</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>244</u>	<u>Marketing</u>
<u>4107</u>	<u>Retail Sales General Merchandise Retailing</u>	<u>Yes</u>	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>

<u>4119</u>	<u>Customer Service Representative</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4122</u>	<u>Marketing Fundamentals</u>	<u>Yes</u>	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4103</u>	<u>Financial services</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4115</u>	<u>E-commerce</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4123</u>	<u>Business Career Exploration</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4125</u>	<u>Entrepreneurship and Innovation I</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>241</u>	<u>Entrepreneurship</u>
<u>4126</u>	<u>Entrepreneurship and Innovation II</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>241</u>	<u>Entrepreneurship</u>
<u>4127</u>	<u>Marketing and Business Fundamentals</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>244</u>	<u>Marketing</u>
<u>4128</u>	<u>Marketing I</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>244</u>	<u>Marketing</u>
<u>4129</u>	<u>Marketing II</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>244</u>	<u>Marketing</u>
<u>4130</u>	<u>Professional Sales I</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4131</u>	<u>Professional Sales II</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>243</u>	<u>Professional Sales</u>
<u>4132</u>	<u>Small Business Services</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>241</u>	<u>Entrepreneurship</u>
<u>4133</u>	<u>Specialized Marketing</u>	-	-	<u>13</u>	<u>Marketing, Sales, and Service</u>	<u>244</u>	<u>Marketing</u>
<u>5802</u>	<u>Marriage and family relations</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>230</u>	<u>Human Services</u>
<u>5808</u>	<u>Firefighting Technology</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>233</u>	<u>Emergency Response</u>
<u>5809</u>	<u>First Responders Basic</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>233</u>	<u>Emergency Response</u>
<u>5810</u>	<u>Introduction to Emergency Services</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>233</u>	<u>Emergency Response</u>
<u>5831</u>	<u>Fire control and safety</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5832</u>	<u>Introduction to Legal Careers</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>231</u>	<u>Legal Practices</u>
<u>5833</u>	<u>Firefighting occupations</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5834</u>	<u>Social Justice and Advocacy</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>231</u>	<u>Legal Practices</u>
<u>5840</u>	<u>Forensic science</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5842</u>	<u>Corrections occupations</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5843</u>	<u>Homeland security</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5845</u>	<u>Criminal law</u>	<u>Yes</u>	-	<u>14</u>	<u>Public Services</u>	<u>231</u>	<u>Legal Practices</u>
<u>5846</u>	<u>Introduction to Public Safety Careers</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>
<u>5847</u>	<u>Law Enforcement Services</u>	-	<u>Yes</u>	<u>14</u>	<u>Public Services</u>	<u>232</u>	<u>Public Safety</u>

<u>5850</u>	<u>Civil law</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>231</u>	<u>Legal Practices</u>
<u>5851</u>	<u>Constitutional law</u>	-	-	<u>14</u>	<u>Public Services</u>	<u>231</u>	<u>Legal Practices</u>
<u>5663</u>	<u>Repair &amp; Refinishing, Comprehensive</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>220</u>	<u>Structural Repair and Refinishing</u>
<u>5652</u>	<u>Intro to Automotive</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5653</u>	<u>Aircraft Mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5655</u>	<u>Automotive Mechanics, Comprehensive</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5656</u>	<u>Aviation and aerospace transportation services</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>222</u>	<u>Aviation and Aerospace Transportation Services</u>
<u>5657</u>	<u>Diesel equipment mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5658</u>	<u>Heavy Equipment Mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5659</u>	<u>Marine Mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5660</u>	<u>Small Vehicle Mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5661</u>	<u>Small Engine Mechanics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5662</u>	<u>Truck and bus driving</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5664</u>	<u>Structural Repair</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>220</u>	<u>Structural Repair and Refinishing</u>
<u>5666</u>	<u>Painting and Refinishing</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>220</u>	<u>Structural Repair and Refinishing</u>
<u>5667</u>	<u>Emerging Technologies in Transportation</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5668</u>	<u>Automotive Service</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>

<u>5669</u>	<u>Advanced Automotive</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5673</u>	<u>Distribution and Logistics</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5677</u>	<u>Alternative Fuel Technologiess</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5681</u>	<u>Parts and Service</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5683</u>	<u>Rail Technologies</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5685</u>	<u>Upholstery</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>220</u>	<u>Structural Repair and Refinishing</u>
<u>5687</u>	<u>Warehouse Operations</u>	-	-	<u>15</u>	<u>Transportation</u>	<u>223</u>	<u>Operations</u>
<u>5688</u>	<u>Automotive specialty, other combinations</u>	-	<u>Yes</u>	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>
<u>5698</u>	<u>Other transportation</u>	-	-	<u>15</u>	<u>Transportation</u>	<u>221</u>	<u>Systems Diagnostics, Services, and Repair</u>





## WorkAbility Services

The original and continuing intent of the *WorkAbility Program* is to:

1. Prepare special education students for paid competitive employment through pre-employment services.
2. Ultimately place special education students in paid, unsubsidized competitive employment positions.

The Array of Services Worksheet shows all the Career/ Employment Development services that **all** students should receive in their secondary (*and post-secondary, if appropriate*) school programs. WorkAbility I is not expected to provide ALL these services, rather to be a support to staff in “*filling in the gaps*”.

Ventura County SELPA  
WORKABILITY I PROGRAM

***Career / Employment Development  
Array of Services Worksheet-Instructions***

**A well-rounded education prepares students to be successful in careers in today's complex, high-tech world. The school curriculum should offer an integrated program of basic skills and work-based learning activities to promote success in the student's chosen field.**

The WorkAbility I Program is a facilitative program, which provides support and assistance to the overall secondary and post-secondary program.

The following worksheet will assist staff in documenting services provided to students while in school. Upon graduation or completing, all services should have been provided.

For each school year, indicate the primary provider of services using the following codes:

- **Gen. Ed.-** General Education
- **Special Ed.-** Special Education
- **WAI-** WorkAbility
- **ROP-** Regional Occupational Program
- **DoR-** Department of Rehabilitation
- **School Counselor-** School Counselor
- **Business-** Place of Employment
- **WIA-** Workforce Investment Act
- **Other-** (note)

Those items numbered 1, 2, 3, 4, and 5 are those which must be provided in order to count the student as "served" for WorkAbility purposes. (*One of each number*). At least one must be provided by WorkAbility.

Ventura County SELPA  
WORKABILITY I PROGRAM

**Career / Employment Development Array of Services Worksheet**

Student Name \_\_\_\_\_ Birthdate \_\_\_\_\_

SS# \_\_\_\_\_ School \_\_\_\_\_

Case Manager/Teacher \_\_\_\_\_

WorkAbility I Staff \_\_\_\_\_

Student's Career Goal \_\_\_\_\_

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
Self-Awareness and Self-Advocacy	Career Exploration	Career Experience	Career Try-Out
<ul style="list-style-type: none"> <li>Student can identify own strengths and challenges, what he or she does well and what is hard.</li> <li>Student can state own disability clearly and correctly.</li> <li>Can state support needs (<i>school, work, community</i>) courteously and appropriately.</li> <li>Student can state the "type" of job (<i>outdoor, office, etc.</i>) that s/he envisions.</li> </ul>	<ul style="list-style-type: none"> <li>Student begins to see self as a potential "worker" with skills to offer.</li> <li>Student is exposed to lots of different careers, and begins to learn about requirements.</li> <li>Student begins to talk about specific careers he or she might like.</li> </ul>	<ul style="list-style-type: none"> <li>Student visits/explores a variety of careers of interest (<i>job shadows, industry tours, internships</i>).</li> <li>Student works in a variety of work experiences (<i>volunteer, school, or paid</i>).</li> <li>Student researches various jobs-prerequisites, availability, pay.</li> <li>Student articulates career goal.</li> </ul>	<ul style="list-style-type: none"> <li>Student has more direct experience with employers.</li> <li>Student works in a paid position with support from school staff and feedback from employer.</li> <li>Based on experiences student may change the career goal.</li> </ul>

(Check one)

School Year

_____ Secondary	20__ - 20__	20__ - 20__	20__ - 20__	20__ - 20__
_____ Post secondary				

Definitions of all components are attached.

	SCHOOL-BASED PREPARATORY EXPERIENCES				
1)	Career/Vocational Assessments				
2)	Employment/Post-Secondary Education Planning (including portfolio)(3)				
	Curriculum Integration of Work Readiness Skills/Contextual Learning				
	Career/ Vocational Education				



4)	<u>ONE FROM:</u> <u>CAREER PREPARATION &amp; WORK-BASED LEARNING EXPERIENCE</u>				
	Career Awareness/Exploration Activities				
	Career Preparation/ Job Search				
	Work-Based Learning				
	Job Development				
	Employment/Work Experience				
	Job Retention				
	Work Site Mentor/Supervisor				
	Job Coach				
	Work-Site Follow Along/Employer Communication				
5)	<u>ONE FROM:</u> <u>YOUTH DEVELOPMENT &amp; LEADERSHIP</u>				
	Self-Advocacy/Disability Awareness				
	Youth Leadership				
	Destination/Transportation Training				
	Life Skills/Independent Living				
	Family Participation & Support of Transition				
	Partnership and Collaboration				

# Transition Terminology

Acronyms	Transition Terminology
DOR	Department of Rehabilitation
EDD	Employment Development Department
IEP	Individualized Education Program
LMI	Labor Market Information
NCDG	National Career Development Guidelines
One-Stop	Career and Employment Center (housing multiple agencies)
RC	Regional Center
ROP	Regional Occupational Program
SCANS	Essential workplace literacy skills outlined in the <i>Secretary's Commission on Achieving Necessary Skills</i>
SELPA	Special Education Local Plan Area
TSL	Transition Services Language
WAI	WorkAbility I
WBL	Work-Based Learning
WIA	Workforce Investment Act
W/OA	Workforce Innovation and Opportunity Act
CIE	Competitive Integrated Employment
TPP	Transition Partnership Program

Secretary's Commission on Achievement of Necessary Skills (SCANS)

PRE-ASSESSMENT- FORM N

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date \_\_\_\_\_  
 Student Name \_\_\_\_\_  
 Student School/ Grade \_\_\_\_\_  
 Birthdate \_\_\_\_\_  
 Case Manager \_\_\_\_\_  
 WorkAbility Staff \_\_\_\_\_  
 Student's preference for employment after exiting school \_\_\_\_\_

Work with the student in rating him/herself on the following skills areas. Use this scale:

1= I need to learn this      2= I need more practice / experience      3= I can do this with support      4= I can do this independently

I. BASIC/THINKING SKILLS:

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Reading:</b> Do you understand what you read? Can you follow written instructions? Can you read and follow schedules, like a bus schedule?	( )	( )	( )	( )	
2. <b>Writing:</b> Can you complete phone messages accurately? Is your spelling and grammar usually correct? Can you write down instructions, directions, or appointments accurately? Can other people read what you write?	( )	( )	( )	( )	
3. <b>Arithmetic and math:</b> Do you understand and use adding, subtracting, multiplying, dividing, percentages, and fractions? Can you make change?	( )	( )	( )	( )	
4. <b>Speaking:</b> Do you make yourself understood without being asked to repeat things? Do you speak loudly enough for people to hear you easily?	( )	( )	( )	( )	
5. <b>Listening:</b> Do you understand what others are talking about? Can you listen to people without interrupting? Do you remember what people tell you?	( )	( )	( )	( )	
6. <b>Creative reasoning, decision-making and problem solving:</b> Do you know how to identify problems? Can you come up with solutions that work? Can you share your ideas appropriately with others?	( )	( )	( )	( )	

## II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Responsibility:</b> Are you dependable? Do you follow through and finish work or activities?	( )	( )	( )	( )	
2. <b>Self-awareness:</b> Are you aware of your limitations? Can you ask for accommodations that you may need without feeling embarrassed?	( )	( )	( )	( )	
3. <b>Self-management:</b> Do you get to places on time? Are you organized? Do you have a way to keep track of your appointments and assignments?	( )	( )	( )	( )	
4. <b>Social:</b> Do you get along well with others? Do you enjoy being around other people?	( )	( )	( )	( )	
5. <b>Integrity/honesty:</b> Can people count on you to do what you say? Do you understand and accept the consequences of your own actions?	( )	( )	( )	( )	

## III. WORKPLACE COMPETENCIES:

A. <i>Resources (getting what you need to get a job done)</i>	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Using time:</b> Do you plan enough time to complete tasks?	( )	( )	( )	( )	
2. <b>Using money:</b> Can you work within a budget? Do you understand banks and checking accounts?	( )	( )	( )	( )	
3. <b>Using materials and space:</b> Can you organize materials for a task? Do you know where and how to get the things you need to complete a task?	( )	( )	( )	( )	
4. <b>Using human resources:</b> Can you ask people for help when you need it? Do you know how to assign jobs to the right people?	( )	( )	( )	( )	

B. Information	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Acquiring and evaluating information:</b> Do you know where to find the answers to your questions?	( )	( )	( )	( )	
2. <b>Organizing and maintaining information:</b> Do you know how to take notes, keep files, etc.?	( )	( )	( )	( )	
3. <b>Interpreting and communicating information:</b> Do you understand information that you read or hear, and can you communicate that information clearly to others?	( )	( )	( )	( )	
4. <b>Using computers to process information:</b> Can you use a computer to help you find the answers to questions? Can you use a computer to enter or store information?	( )	( )	( )	( )	

C. Interpersonal skills	1	2	3	4	
1. <b>Participating as a member of a team:</b> Do you work well with others to meet a common goal?	( )	( )	( )	( )	
2. <b>Teaching others new skills:</b> Can you help someone else learn how to do something new?	( )	( )	( )	( )	
3. <b>Serving clients or customers:</b> Can you help customers get answers or help with their needs in a polite way?	( )	( )	( )	( )	
4. <b>Leadership:</b> Can you lead a group by motivating others to work together to meet a goal?	( )	( )	( )	( )	
5. <b>Negotiation:</b> Can you help solve problems between people? Can you help make compromises?	( )	( )	( )	( )	
6. <b>Working with diversity:</b> Do you work well with people who are different from you, including different races, sexes, religions, etc.?	( )	( )	( )	( )	

D. Systems	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Do you understand small systems</b> such as a filing system, or a telephone system? Do you understand larger systems such as the bus system, the company you work for, or the school district?	( )	( )	( )	( )	
2. <b>Improving and designing systems:</b> Can you make suggestions for fixing or improving systems, or developing new ones?	( )	( )	( )	( )	

E. Technology	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Selecting technology:</b> Do you know what tools or materials you need for a job? (a pen, a rake, a computer, a clock, a washing machine, a ruler, etc.)	( )	( )	( )	( )	
2. <b>Applying technology to tasks:</b> Do you know how to use your tools effectively? (The right tool for the right job?)	( )	( )	( )	( )	
3. <b>Maintaining and troubleshooting equipment:</b> Do you keep your tools and equipment in good working order?	( )	( )	( )	( )	

*Secretary's Commission on Achievement of Necessary Skills (SCANS)*

**PRE-ASSESSMENT- FORM S**

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

**Date** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Student School/ Grade** \_\_\_\_\_  
**Birthdate** \_\_\_\_\_  
**Case Manager** \_\_\_\_\_  
**WorkAbility Staff** \_\_\_\_\_  
**Student's Career Goal** \_\_\_\_\_

**Work with the student in rating him/herself on the following skills areas. Use this scale:**

**1=** I need to learn this      **2=** I need more practice / experience      **3=** I can do this with support      **4=** I can do this independently

**I. BASIC/THINKING SKILLS:**

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Reading:</b> Can you recognize your name? Can you identify the appropriate restroom in public? Can you read simple directions?	( )	( )	( )	( )	
2. <b>Writing:</b> Can you write your name and address? Can you use a name stamp to sign things?	( )	( )	( )	( )	
3. <b>Arithmetic and math:</b> Can you make a purchase using the "next dollar" strategy? Can you count out money? Can you tell time to the hour and half hour?	( )	( )	( )	( )	
4. <b>Speaking:</b> Can you speak well enough to ask for help and express your needs? Can you use cards or signs to request help or express your needs?	( )	( )	( )	( )	

	1	2	3	4	Is this skill important for the above employment outcome?
5. <b>Listening:</b> Can you follow simple instructions from a supervisor? Can you follow a picture schedule to complete a task?	( )	( )	( )	( )	
6. <b>Creative reasoning, decision-making and problem solving:</b> If you have a problem getting something done, can you share ideas to make it better? When given options can you make a decision that you think is best?	( )	( )	( )	( )	

## II. PERSONAL QUALITIES:

	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Responsibility:</b> Can people count on you to finish an agreed-upon task?	( )	( )	( )	( )	
2. <b>Self-Awareness:</b> Can you say your name and your phone number or present ID when asked? Can you state your disability appropriately?	( )	( )	( )	( )	
3. <b>Self-Management:</b> Can you take care of your own personal belongings? Do groom and dress yourself appropriately for various activities?	( )	( )	( )	( )	
4. <b>Social:</b> Do you interact well with others? Do you respond appropriately when someone else is bothering you?	( )	( )	( )	( )	
5. <b>Integrity/honesty:</b> Do you know the difference between a truth and a lie? Can you answer questions honestly?	( )	( )	( )	( )	

## III. WORKPLACE COMPETENCIES:

<b>A. Resources (getting what you need to get a job done)</b>	1	2	3	4	Is this skill important for the above employment outcome?
1. <b>Using time:</b> Can you use a clock to know when to do certain things? (e.g., return from break, leave house for bus)	( )	( )	( )	( )	
2. <b>Using money:</b> Can you stay within a budget if you only have a certain amount to spend?	( )	( )	( )	( )	
3. <b>Using materials and space:</b> Do you put your personal belongings and materials back where they belong? Do you stay within your own work space when asked?	( )	( )	( )	( )	
4. <b>Using human resources:</b> Do you know who to go to if you have a problem or question?	( )	( )	( )	( )	

<b>B. Information</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Organizing and maintaining information:</b> Do you know how to file by alphabet? Can you do simple collating? Can you do simple sorting and matching?	( )	( )	( )	( )	
2. <b>Using computers to process information:</b> Can you use a computer to enter or store simple information?	( )	( )	( )	( )	
3. <b>Using calculators:</b> Can you use a calculator for simple math problems?	( )	( )	( )	( )	

<b>C. Interpersonal skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Participating as a member of a team:</b> Do you work well with a team of people, doing your own job as best you can?	( )	( )	( )	( )	
2. <b>Teaching others new skills:</b> Can you show someone else who needs help how to do a task?	( )	( )	( )	( )	
3. <b>Serving clients or customers:</b> Can you greet customers? Can you help customers who have simple questions?	( )	( )	( )	( )	
4. <b>Leadership:</b> Can you motivate others to get a job done or achieve a goal?	( )	( )	( )	( )	
5. <b>Negotiation:</b> Can you help solve problems between people?	( )	( )	( )	( )	
6. <b>Working with diversity:</b> Do you work well with people who are different from you, including different races, sexes, religions, etc?	( )	( )	( )	( )	

<b>D. Technology/Tools</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Is this skill important for the above employment outcome?</b>
1. <b>Selecting technology and tools:</b> Do you know what tools or materials you need for a job? (pen, rake, computer, washing machine, clock, ruler, etc.)	( )	( )	( )	( )	
2. <b>Applying technology to tasks:</b> Do you know how to use tools for a task?	( )	( )	( )	( )	
3. <b>Maintaining and troubleshooting equipment:</b> Do you take care of tools and let someone know if you need help maintaining a tool?	( )	( )	( )	( )	



# TRANSITION GOALS BANK

3918	Transition	Goals For Independent Living can be found in the sections for Self-Help, Community Access, and Recreation/Leisure	Independent Living
3926	Transition	will fill out FAFSA application	Education
3927	Transition	will identify ___ colleges with specific programs for students with disabilities	Education
3928	Transition	will visit Disabled Student Programs at a college of interest and write XXXXX	Education
3929	Transition	will complete ___ practice college applications	Education
3930	Transition	will apply at ___ colleges of interest	Education
3931	Transition	will enroll in XXXXX Community College	Education
3932	Transition	will develop a brief informational sheet for college instructors which outlines requests for accommodations	Education
3933	Transition	will tour a local college and identify 5 important locations on a campus map	Education
3934	Transition	will visit a college bookstore and list prices for ___ textbooks in an area of interest	Education
3935	Transition	will state required courses for California State Universities and develop a schedule for completing them in the remaining years of high school	Education
3936	Transition	will explore major of interest and list required courses for a Bachelor's degree in that major at a college of interest	Education
3937	Transition	will explain the codes and abbreviations in a typical college catalog	Education
3938	Transition	will complete a XXXXX course at a local college	Education
3939	Transition	will list colleges that have graduate programs in field of interest	Education
3940	Transition	will go online and list ___ schools that offer training in an area of interest	Training
3941	Transition	will go online to explore vocational certificate programs and list ___ that are of interest	Training
3942	Transition	will explore vocational training programs and list location and cost of ___ programs of interest	Training
3943	Transition	will visit ___ vocational training programs, interview someone on staff, and write XXXXX	Training
3944	Transition	will observe at a local vocational training program of interest and write XXXXX	Training
3945	Transition	will apply at XXXXX vocational training program	Training
3946	Transition	will develop a brief informational sheet of requests for accommodations in the	Training

training program

3947	Transition	will complete an ROP class in XXXXX	Training
3948	Transition	will complete a computer class in XXXXX	Training
3949	Transition	will complete a XXXXX course as a prerequisite to XXXXX	Training
3950	Transition	will complete a XXXXX shop class	Training
3951	Transition	will list own strengths and challenges	Employment: Self Awareness
3952	Transition	will state own disability accurately	Employment: Self Awareness
3953	Transition	will request accommodations from employer/teacher	Employment: Self Awareness
3954	Transition	will state a types of work s/he likes to do	Employment: Self Awareness
3955	Transition	will use an Alpha Smart or other assistive device to be better understood by employer	Employment: Self Awareness
3956	Transition	will name ___ adult services agencies, state services offered, and keep a list of contacts	Employment: Self Awareness
3957	Transition	will develop the "Student Input to the IEP" worksheet	Employment: Self Awareness
3958	Transition	will take a learning styles inventory and state the preferred modality identified	Employment: Self Awareness
3959	Transition	will identify ___ personal skills that can be applied to a job setting	Employment: Career Exploration
3960	Transition	will identify requirements for a job in ___ different areas of interest	Employment: Career Exploration
3961	Transition	will identify ___ specific careers of interest	Employment: Career Exploration
3962	Transition	will visit a job of interest in the community and write ___ things s/he likes about the job	Employment: Career Exploration
3963	Transition	will explore ___ career interests and write about likes/dislikes and/or requirements for the job	Employment: Career Exploration
3964	Transition	will attend a career faire and list ___ jobs of interest	Employment: Career Exploration
3965	Transition	will do three hours of job shadow in the community in a job of potential interest and write up experiences	Employment: Career Exploration
3966	Transition	will participate in a field trip/industry tour to learn more about a specific job or industry and state XXXXX	Employment: Career Exploration
3967	Transition	will participate in ___ hours of internship with a potential employer or in an area of interest and write XXXXX	Employment: Career Exploration
3968	Transition	will research three potential jobs and write a report on the job prerequisites, pay, and/or availability	Employment: Career Exploration
3969	Transition	will articulate career goal (verbally/in writing)	Employment: Career Exploration
3970	Transition	will complete a career interest survey and list XXXXX	Employment: Career Exploration

3971	Transition	will complete a career skills assessment and list XXXXX	Employment: Career Exploration		
3972	Transition	will go online and explore career of interest and list typical prerequisites and average pay	Employment: Career Exploration		
3973	Transition	will go online and explore career of interest and list ____ jobs in that area that seem attainable	Employment: Career Exploration		
3974	Transition	will develop a transition portfolio including personal information, personal strengths, career interests, and resources for adult supports	Employment: Career Exploration		
3975	Transition	will apply for ____ jobs in the community	Employment: Job Seeking Skills		
3976	Transition	will complete a resume for employment application	Employment: Job Seeking Skills		
3977	Transition	will access EDD and identify ____ available jobs of interest	Employment: Job Seeking Skills		
3978	Transition	will apply at the Department of Rehabilitation	Employment: Job Seeking Skills		
3979	Transition	will participate in an on campus training program	Employment: Job Skills		
3980	Transition	will work in a paid position with support from school staff	Employment: Job Skills		
3981	Transition	will identify own written name	Employment: Basic Skills	I-1	SCANS S
3982	Transition	will dial emergency number on the phone	Employment: Basic Skills	I-1	SCANS S
3983	Transition	will identify the sign for the appropriate restroom	Employment: Basic Skills	I-1	SCANS S
3984	Transition	will read and follow ____ step directions for a job or task	Employment: Basic Skills	I-1	SCANS S
3985	Transition	will locate directions on a worksheet	Employment: Basic Skills	I-1	SCANS S
3986	Transition	will read directions on a worksheet	Employment: Basic Skills	I-1	SCANS S
3987	Transition	will locate line for bank teller	Employment: Basic Skills	I-1	SCANS S
3988	Transition	will locate bus stop	Employment: Basic Skills	I-1	SCANS S
3989	Transition	will wait and identify for bus with the correct number (matching number, using card)	Employment: Basic Skills	I-1	SCANS S
3990	Transition	will identify the appropriate bus number for a particular destination	Employment: Basic Skills	I-1	SCANS N
3991	Transition	will read a bus schedule and identify home and school locations	Employment: Basic Skills	I-1	SCANS N
3992	Transition	will read a bus schedule and plan a trip to the store	Employment: Basic Skills	I-1	SCANS N
3993	Transition	will read a bus schedule and determine appropriate time/route for destination	Employment: Basic Skills	I-1	SCANS N
3994	Transition	will travel independently to/from ____ on a public bus	Employment: Basic Skills	I-1	SCANS N
3995	Transition	will follow a visual schedule to complete ____ job tasks	Employment: Basic Skills	I-1	SCANS N
3996	Transition	will follow a written schedule to complete ____ job tasks	Employment: Basic Skills	I-1	SCANS N

3997	Transition	will identify words commonly found on an application for employment	Employment: Basic Skills	I-1	SCANS N
3998	Transition	will identify abbreviations commonly found in employment want ads	Employment: Basic Skills	I-1	SCANS N
3999	Transition	will read a "notice of position available" and answer ____ questions about the notice	Employment: Basic Skills	I-1	SCANS N
4000	Transition	will locate ____ businesses affiliated with a personal career interest in the white and/or yellow pages	Employment: Basic Skills	I-1	SCANS N
4001	Transition	will demonstrate comprehension of vocabulary words commonly used in resume writing	Employment: Basic Skills	I-1	SCANS N
4002	Transition	will correctly spell words commonly used in resume writing	Employment: Basic Skills	I-1	SCANS N
4003	Transition	will define vocabulary words commonly included in employment rights guidelines	Employment: Basic Skills	I-1	SCANS N
4004	Transition	will define vocabulary words commonly associated with labor unions	Employment: Basic Skills	I-1	SCANS N
4005	Transition	will trace/write personal information on request (first/last name, address, phone number)	Employment: Basic Skills	I-2	SCANS S
4006	Transition	will use a name stamp to sign a XXXXX	Employment: Basic Skills	I-2	SCANS S
4007	Transition	will endorse check using a (name stamp/model)	Employment: Basic Skills	I-2	SCANS S
4008	Transition	will write down a phone message	Employment: Basic Skills	I-2	SCANS N
4009	Transition	will answer the telephone and take an accurate written message using role-play situations	Employment: Basic Skills	I-2	SCANS N
4010	Transition	will write ____ paragraphs based on a career interest using correct form, spelling, and grammar	Employment: Basic Skills	I-2	SCANS N
4011	Transition	will complete an application for a driver license without prompts of assistance	Employment: Basic Skills	I-2	SCANS N
4012	Transition	will complete an application for employment	Employment: Basic Skills	I-2	SCANS N
4013	Transition	will compose a letter of application using correct form, spelling, and grammar	Employment: Basic Skills	I-2	SCANS N
4014	Transition	will compose a resume using correct form, spelling, and grammar	Employment: Basic Skills	I-2	SCANS N
4015	Transition	will complete an application for social security card	Employment: Basic Skills	I-2	SCANS N
4016	Transition	will write a letter to a business or association for information about an area of career interest	Employment: Basic Skills	I-2	SCANS N
4017	Transition	will count coins for a simple purchase	Employment: Basic Skills	I-3	SCANS S
4018	Transition	will use "next dollar" strategy to make a purchase	Employment: Basic Skills	I-3	SCANS S
4019	Transition	will use a coin card to make a simple purchase	Employment: Basic Skills	I-3	SCANS S
4020	Transition	will identify "amount due" from register display	Employment: Basic Skills	I-3	SCANS S

4021	Transition	will make change up to ____ dollars	Employment: Basic Skills	I-3	SCANS S
4022	Transition	will buy stamps/mail a package at post office	Employment: Basic Skills	I-3	SCANS S
4023	Transition	will pay for a meal in a restaurant using the "next dollar" strategy	Employment: Basic Skills	I-3	SCANS S
4024	Transition	will locate numbers on a clock/watch upon request	Employment: Basic Skills	I-3	SCANS S
4025	Transition	will manipulate hands in a model clock to match sample	Employment: Basic Skills	I-3	SCANS S
4026	Transition	will match drawn analog clock time(s) to sample(s)	Employment: Basic Skills	I-3	SCANS S
4027	Transition	will match printed digital clock time(s) to sample(s)	Employment: Basic Skills	I-3	SCANS S
4028	Transition	will point to drawn/printed clock time(s) named on samples	Employment: Basic Skills	I-3	SCANS S
4029	Transition	will match/point to identified times (o'clock, half-hour, quarter-hour)	Employment: Basic Skills	I-3	SCANS S
4030	Transition	will set time on a watch	Employment: Basic Skills	I-3	SCANS S
4031	Transition	will set time on a clock	Employment: Basic Skills	I-3	SCANS S
4032	Transition	will set/turn off alarm on a clock	Employment: Basic Skills	I-3	SCANS S
4033	Transition	will identify times for daily activities (school, work, meals, bed, medication)	Employment: Basic Skills	I-3	SCANS S
4034	Transition	will use an ATM for simple transactions	Employment: Basic Skills	I-3	SCANS S
4035	Transition	will verbalize hourly/monthly income	Employment: Basic Skills	I-3	SCANS S
4036	Transition	will make a monthly budget	Employment: Basic Skills	I-3	SCANS S
4037	Transition	will keep track of expenses using a calculator	Employment: Basic Skills	I-3	SCANS S
4038	Transition	will drop coins into the slot on the bus	Employment: Basic Skills	I-3	SCANS S
4039	Transition	will pay bus driver with the correct change	Employment: Basic Skills	I-3	SCANS S
4040	Transition	will complete a W-4 form	Employment: Basic Skills	I-3	SCANS N
4041	Transition	will complete a time sheet showing quarter, half, and three-quarters of an hour in decimal form	Employment: Basic Skills	I-3	SCANS N
4042	Transition	will use time card/time clock at work	Employment: Basic Skills	I-3	SCANS N
4043	Transition	will use cash register to ring up customers' purchases	Employment: Basic Skills	I-3	SCANS N
4044	Transition	will state "amount due" from register display	Employment: Basic Skills	I-3	SCANS N
4045	Transition	will make change from cash register display	Employment: Basic Skills	I-3	SCANS N
4046	Transition	will calculate wages earned based on hours worked at a given hourly wage	Employment: Basic Skills	I-3	SCANS N
4047	Transition	will calculate wages earned based on hours worked at a given hourly wage minus benefits and taxes	Employment: Basic Skills	I-3	SCANS N

4048	Transition	will complete a simple State tax form without assistance	Employment: Basic Skills	I-3	SCANS N
4049	Transition	will compute percent of withholdings on pay check	Employment: Basic Skills	I-3	SCANS N
4050	Transition	will indicate need for assistance using a communication system	Employment: Basic Skills	I-4	SCANS S
4051	Transition	will indicate need for assistance using words	Employment: Basic Skills	I-4	SCANS S
4052	Transition	will end one activity and indicate readiness to begin another by pointing to materials	Employment: Basic Skills	I-4	SCANS S
4053	Transition	will raise hand to indicate "I'm finished"	Employment: Basic Skills	I-4	SCANS S
4054	Transition	will notify others when finished with an activity using eye gaze/head turn	Employment: Basic Skills	I-4	SCANS S
4055	Transition	will notify others when finished with an activity using a communication system	Employment: Basic Skills	I-4	SCANS S
4056	Transition	will notify others when finished with an activity by pointing	Employment: Basic Skills	I-4	SCANS S
4057	Transition	will notify others when finished with an activity by vocalizing	Employment: Basic Skills	I-4	SCANS S
4058	Transition	will notify others when finished with an activity by verbalizing	Employment: Basic Skills	I-4	SCANS S
4059	Transition	will sign to indicate basic needs	Employment: Basic Skills	I-4	SCANS S
4060	Transition	will point to pictures/words to indicate needs	Employment: Basic Skills	I-4	SCANS S
4061	Transition	will use at least ____ new signs to indicate needs	Employment: Basic Skills	I-4	SCANS S
4062	Transition	will use the word/sign "Thank you" to peers or staff when appropriate	Employment: Basic Skills	I-4	SCANS S
4063	Transition	will present/point to a break card to indicate need to leave an activity	Employment: Basic Skills	I-4	SCANS S
4064	Transition	will use a (picture/gesture/prop) to express basic need	Employment: Basic Skills	I-4	SCANS S
4065	Transition	will ask for a break to express frustration	Employment: Basic Skills	I-4	SCANS S
4066	Transition	will use a pay phone to dial 911	Employment: Basic Skills	I-4	SCANS S
4067	Transition	will ask for assistance with curbs if no "curb cuts" are available for wheelchair access	Employment: Basic Skills	I-4	SCANS S
4068	Transition	will ask for assistance when crossing the street	Employment: Basic Skills	I-4	SCANS S
4069	Transition	will show bus pass to driver	Employment: Basic Skills	I-4	SCANS S
4070	Transition	will indicate a need to stop by (telling driver, pushing button, pulling cord)	Employment: Basic Skills	I-4	SCANS S
4071	Transition	will request transfer slip from bus driver	Employment: Basic Skills	I-4	SCANS S
4072	Transition	will call (taxi, parent, friend) for a ride	Employment: Basic Skills	I-4	SCANS S
4073	Transition	will verbalize directions to ____ locations on campus stating directionality and/or landmarks	Employment: Basic Skills	I-4	SCANS N

4074	Transition	will verbalize directions to ___ specific activities (game, sport, food prep.)	Employment: Basic Skills	I-4	SCANS N
4075	Transition	will deliver a message verbally from one source to another using role-play situations	Employment: Basic Skills	I-4	SCANS N
4076	Transition	will dial a telephone number and ask for information (business hours, ordering information, etc.) using role-play situations	Employment: Basic Skills	I-4	SCANS N
4077	Transition	will give a class presentation on a career of choice	Employment: Basic Skills	I-4	SCANS N
4078	Transition	will request accommodations/modifications from a teacher in a general education class	Employment: Basic Skills	I-4	SCANS N
4079	Transition	will request accommodations from an employer	Employment: Basic Skills	I-4	SCANS N
4080	Transition	will modify/clarify statements upon listener's request	Employment: Basic Skills	I-4	SCANS N
4081	Transition	will provide ___ pieces of critical background information based on listener's needs	Employment: Basic Skills	I-4	SCANS N
4082	Transition	will differentiate formal/informal situations and state terms used to address listener in each	Employment: Basic Skills	I-4	SCANS N
4083	Transition	will use appropriate intensity/rate of speech/prosody of speech/volume when speaking	Employment: Basic Skills	I-4	SCANS N
4084	Transition	will use effective eye contact when communicating with co-workers or colleagues	Employment: Basic Skills	I-4	SCANS N
4085	Transition	will use effective facial expressions when communicating with co-workers or colleagues	Employment: Basic Skills	I-4	SCANS N
4086	Transition	will use effective body posture and movement when communicating with co-workers or colleagues	Employment: Basic Skills	I-4	SCANS N
4087	Transition	will use effective distance and spatial relationships when communicating with co-workers or colleagues	Employment: Basic Skills	I-4	SCANS N
4088	Transition	will speak with permission or in turn when communicating with co-workers or colleagues	Employment: Basic Skills	I-4	SCANS N
4089	Transition	will respond verbally to comments/questions from peers or co-worker	Employment: Basic Skills	I-4	SCANS N
4090	Transition	will initiate conversations with peers or co-worker	Employment: Basic Skills	I-4	SCANS N
4091	Transition	will make positive comments to peers or co-worker	Employment: Basic Skills	I-4	SCANS N
4092	Transition	will apologize to others as appropriate	Employment: Basic Skills	I-4	SCANS N
4093	Transition	will use an appropriate volume when speaking to peers/adults	Employment: Basic Skills	I-4	SCANS N
4094	Transition	will use appropriate comments in response to praise	Employment: Basic Skills	I-4	SCANS N
4095	Transition	will use appropriate greetings with peers/adults	Employment: Basic Skills	I-4	SCANS N

4096	Transition	will respond verbally when spoken to by a teacher or co-worker	Employment: Basic Skills	I-4	SCANS N
4097	Transition	will verbalize his/her feelings using an "I" statement rather than a blame statement when upset	Employment: Basic Skills	I-4	SCANS N
4098	Transition	will use picture clues to follow an ____ part sequenced activity	Employment: Basic Skills	I-5	SCANS S
4099	Transition	will follow directions given with tactile cues	Employment: Basic Skills	I-5	SCANS S
4100	Transition	will follow directions from signed commands	Employment: Basic Skills	I-5	SCANS S
4101	Transition	will follow directions given with verbal instructions	Employment: Basic Skills	I-5	SCANS S
4102	Transition	will follow a ____ part verbal direction	Employment: Basic Skills	I-5	SCANS S
4103	Transition	will decrease interruptions when others are talking	Employment: Basic Skills	I-5	SCANS N
4104	Transition	will retell, paraphrase, or explain what a speaker has said	Employment: Basic Skills	I-5	SCANS N
4105	Transition	will identify sequence of events by answering questions about a listening selection	Employment: Basic Skills	I-5	SCANS N
4106	Transition	will retell or paraphrase a listening selection including ____ details	Employment: Basic Skills	I-5	SCANS N
4107	Transition	will deliver a message verbally from one source to another	Employment: Basic Skills	I-5	SCANS N
4108	Transition	will answer the telephone and take an accurate written message	Employment: Basic Skills	I-5	SCANS N
4109	Transition	will interview someone in a job or career of interest and write XXXXX	Employment: Basic Skills	I-5	SCANS N
4110	Transition	will attend a presentation at the career center by someone employed in an area of interest and list ____ job requirements	Employment: Basic Skills	I-5	SCANS N
4111	Transition	will participate in a job shadow in the community in an area of interest and list ____ job requirements	Employment: Basic Skills	I-5	SCANS N
4112	Transition	will identify alternative positive solutions to a problem	Employment: Basic Skills	I-6	SCANS S
4113	Transition	will ask for specified accommodations when needed	Employment: Basic Skills	I-6	SCANS S
4114	Transition	will write pros/cons list to make a decision	Employment: Basic Skills	I-6	SCANS S
4115	Transition	will share with teacher/counselor a current difficulty and brainstorm solutions	Employment: Basic Skills	I-6	SCANS S
4116	Transition	will contact special education case manager for support in problem solving difficult situations	Employment: Basic Skills	I-6	SCANS S
4117	Transition	will call for transportation (taxi/bus/Dial-a-ride)	Employment: Basic Skills	I-6	SCANS S
4118	Transition	will locate "curb cuts" for wheelchair and proceed safely across street	Employment: Basic Skills	I-6	SCANS S
4119	Transition	will ask supervisor for help in a difficult situation on the worksite	Employment: Basic Skills	I-6	SCANS S
4120	Transition	will respond appropriately to typical interview questions in a role playing situation	Employment: Basic Skills	I-6	SCANS N

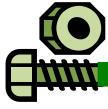


4121	Transition	will predict two possible outcomes of a given solution	Employment: Basic Skills	I-6	SCANS N
4122	Transition	will use the process of elimination in solving a problem	Employment: Basic Skills	I-6	SCANS N
4123	Transition	will plan action steps in resolving a problem	Employment: Basic Skills	I-6	SCANS N
4124	Transition	will list in sequence the components of the agreed-upon problem solving model	Employment: Basic Skills	I-6	SCANS N
4125	Transition	will use the agreed-upon problem solving model to address a hypothetical situation	Employment: Basic Skills	I-6	SCANS N
4126	Transition	will interact with the teacher using the agreed-upon problem solving model to find a solution in a group situation	Employment: Basic Skills	I-6	SCANS N
4127	Transition	will interact with peers using the agreed-upon problem solving model to find a solution in a group situation	Employment: Basic Skills	I-6	SCANS N
4128	Transition	will use the agreed-upon problem solving model to find appropriate solutions to a personal problem	Employment: Basic Skills	I-6	SCANS N
4129	Transition	will identify internal and physical indicators of stress that may lead to behavioral outbursts	Employment: Basic Skills	I-6	SCANS N
4130	Transition	will identify strategies for relaxation	Employment: Basic Skills	I-6	SCANS N
4131	Transition	will identify strategies to reduce anxiety	Employment: Basic Skills	I-6	SCANS N
4132	Transition	will discuss his/her feelings and the alternative behavior s/he will choose to replace an inappropriate behavior	Employment: Basic Skills	I-6	SCANS N
4133	Transition	will work cooperatively in group situation	Employment: Basic Skills	I-6	SCANS N
4134	Transition	will pass the test for a driver license	Employment: Basic Skills	I-6	SCANS N
4135	Transition	will begin a task when asked	Employment: Personal Qualities	II-1	SCANS S
4136	Transition	will stay on task to completing an assignment/job task	Employment: Personal Qualities	II-1	SCANS S
4137	Transition	will attend to task without bothering or talking to peers	Employment: Personal Qualities	II-1	SCANS S
4138	Transition	will complete an independent task	Employment: Personal Qualities	II-1	SCANS S
4139	Transition	will open a checking account	Employment: Personal Qualities	II-1	SCANS S
4140	Transition	will write a check	Employment: Personal Qualities	II-1	SCANS S
4141	Transition	will balance a checkbook	Employment: Personal Qualities	II-1	SCANS S
4142	Transition	will make an appointment for haircut/hair styling/manicure	Employment: Personal Qualities	II-1	SCANS S
4143	Transition	will arrive on time to an appointment for	Employment: Personal Qualities	II-1	SCANS S
4144	Transition	will clean up work station when task completed	Employment: Personal Qualities	II-1	SCANS S
4145	Transition	will care for tools properly	Employment: Personal Qualities	II-1	SCANS S

4146	Transition	will arrive at school/work on time	Employment: Personal Qualities	II-1	SCANS N
4147	Transition	will be in classroom before the bell rings	Employment: Personal Qualities	II-1	SCANS N
4148	Transition	will be at work and ready to begin when shift begins	Employment: Personal Qualities	II-1	SCANS N
4149	Transition	will be in his/her seat ready to work when tardy bell rings	Employment: Personal Qualities	II-1	SCANS N
4150	Transition	will remain in class for entire period	Employment: Personal Qualities	II-1	SCANS N
4151	Transition	will decrease response time to adult/authority figure	Employment: Personal Qualities	II-1	SCANS N
4152	Transition	will comply with teacher's directions	Employment: Personal Qualities	II-1	SCANS N
4153	Transition	will bring required materials (notebook, pencils, calculator) to class	Employment: Personal Qualities	II-1	SCANS N
4154	Transition	will complete homework assignments	Employment: Personal Qualities	II-1	SCANS N
4155	Transition	will complete assignments in general education classes	Employment: Personal Qualities	II-1	SCANS N
4156	Transition	will finish class work on time	Employment: Personal Qualities	II-1	SCANS N
4157	Transition	will keep a daily assignment notebook of class assignments and homework expectations	Employment: Personal Qualities	II-1	SCANS N
4158	Transition	will attend class daily	Employment: Personal Qualities	II-1	SCANS N
4159	Transition	will complete the school day	Employment: Personal Qualities	II-1	SCANS N
4160	Transition	will take breaks and return on time	Employment: Personal Qualities	II-1	SCANS N
4161	Transition	will travel independently to/from work using XXXXX	Employment: Personal Qualities	II-1	SCANS N
4162	Transition	will supply basic personal information by showing ID card (e.g. name, address, phone number)	Employment: Personal Qualities	II-2	SCANS S
4163	Transition	will supply basic personal information in writing (e.g. name, address, phone number)	Employment: Personal Qualities	II-2	SCANS S
4164	Transition	will supply basic personal information verbally	Employment: Personal Qualities	II-2	SCANS S
4165	Transition	will request accommodations need for the job	Employment: Personal Qualities	II-2	SCANS S
4166	Transition	will state disability and accommodations needed appropriately	Employment: Personal Qualities	II-2	SCANS S
4167	Transition	will identify ___ positive work traits from a list of worker traits that are both positive and negative traits	Employment: Personal Qualities	II-2	SCANS S
4168	Transition	will ask for assistance from supervisor if needed	Employment: Personal Qualities	II-2	SCANS N
4169	Transition	will request appropriate accommodations from general education class teachers/work supervisor	Employment: Personal Qualities	II-2	SCANS N
4170	Transition	will ask for help with difficult assignments	Employment: Personal Qualities	II-2	SCANS N

4171	Transition	will identify ___ positive person traits from a list of worker traits that are both positive and negative traits	Employment: Personal Qualities	II-2	SCANS N
4172	Transition	will ask for a break if feeling frustrated on the job	Employment: Personal Qualities	II-2	SCANS N
4173	Transition	will identify deadlines of assignments/exams	Employment: Personal Qualities	II-3	SCANS S
4174	Transition	will identify payday	Employment: Personal Qualities	II-3	SCANS S
4175	Transition	will pick up personal items and put them in an appropriate place	Employment: Personal Qualities	II-3	SCANS S
4176	Transition	will choose clothing appropriate to activity or event	Employment: Personal Qualities	II-3	SCANS S
4177	Transition	will maintain appropriate hygiene for the job	Employment: Personal Qualities	II-3	SCANS S
4178	Transition	will fold clothing	Employment: Personal Qualities	II-3	SCANS S
4179	Transition	will hang clothing	Employment: Personal Qualities	II-3	SCANS S
4180	Transition	will groom appropriately for the job	Employment: Personal Qualities	II-3	SCANS S
4181	Transition	will wear proper uniform/clothing for the job	Employment: Personal Qualities	II-3	SCANS S
4182	Transition	will identify ___ healthy grooming traits from a list of both healthy and unhealthy grooming traits	Employment: Personal Qualities	II-3	SCANS S
4183	Transition	will wait in line appropriately	Employment: Personal Qualities	II-3	SCANS S
4184	Transition	will place money/ATM card into wallet before leaving bank/store	Employment: Personal Qualities	II-3	SCANS S
4185	Transition	will store passbook in a safe place	Employment: Personal Qualities	II-3	SCANS S
4186	Transition	will identify days of personal meetings/appointments	Employment: Personal Qualities	II-3	SCANS N
4187	Transition	will maintain a monthly calendar for extra curricular activities and long term assignments	Employment: Personal Qualities	II-3	SCANS N
4188	Transition	will keep a notebook with class papers filed in appropriate sections	Employment: Personal Qualities	II-3	SCANS N
4189	Transition	will keep a file of work papers/check stubs/resumes/reference information	Employment: Personal Qualities	II-3	SCANS N
4190	Transition	will identify appropriate clothing to purchase for a job	Employment: Personal Qualities	II-3	SCANS N
4191	Transition	will ignore verbal provocation from a peer by walking away/not replying/not reacting	Employment: Personal Qualities	II-4	SCANS S
4192	Transition	will ignore teasing or criticism by a peer	Employment: Personal Qualities	II-4	SCANS S
4193	Transition	will give an appropriate verbal response to teasing or criticism	Employment: Personal Qualities	II-4	SCANS S
4194	Transition	will ignore inappropriate behavior of others	Employment: Personal Qualities	II-4	SCANS S
4195	Transition	will reduce incidence of aggression to others	Employment: Personal Qualities	II-4	SCANS S
4196	Transition	will reduce incidence of noncompliance to authority requests	Employment: Personal Qualities	II-4	SCANS S

4197	Transition	will share responsibility for putting away materials	Employment: Personal Qualities	II-4	SCANS S
4198	Transition	will initiate a verbal/nonverbal response that is appropriate to the social context	Employment: Personal Qualities	II-4	SCANS S
4199	Transition	will state anger rather than use physical violence	Employment: Personal Qualities	II-4	SCANS N
4200	Transition	will respond in a non-aggressive manner to staff when corrected	Employment: Personal Qualities	II-4	SCANS N
4201	Transition	will continue working	Employment: Personal Qualities	II-4	SCANS N
4202	Transition	will request a "time away" when in a stressful situation	Employment: Personal Qualities	II-4	SCANS N
4203	Transition	will treat customers/coworkers courteously	Employment: Personal Qualities	II-4	SCANS N
4204	Transition	will work cooperatively in group lesson	Employment: Personal Qualities	II-4	SCANS N
4205	Transition	will appropriately introduce self to potential employer	Employment: Personal Qualities	II-4	SCANS N
4206	Transition	will explain situations truthfully	Employment: Personal Qualities	II-5	SCANS S
4207	Transition	will distinguish between fact and fiction in a listening situation	Employment: Personal Qualities	II-5	SCANS S
4208	Transition	will state causes of own behavior	Employment: Personal Qualities	II-5	SCANS N
4209	Transition	will accept consequences of own behavior	Employment: Personal Qualities	II-5	SCANS N
4210	Transition	will bring supplies/materials to class	Employment: Personal Qualities	II-5	SCANS N
4211	Transition	will arrive on time	Employment: Personal Qualities	II-5	SCANS N



## EXPECTED SERVICES AND PLACEMENTS

### PRE-EMPLOYMENT SERVICES ONLY

There will be students for whom you will provide pre-employment services, who for various reasons will not be placed on a worksite during the current program year (*possibly a student was not ready to be placed on a jobsite; the student did not have a social security number; the parent or guardian refused to allow the student to work; or other reasons*). **Not** placing some students in paid (subsidized or unsubsidized) employment positions at an employer's place of business is perfectly acceptable and is usually just a part of the continuum of services.

### UNPAID TRAINING

Unpaid training is defined as:

*Specific occupational skills training which **may** be agency-sponsored and **preferably** occurs off campus. For example, training may be part of a work experience program (exploratory, general or vocational), an ROC/P community classroom program, or another type of **legally unpaid** training program. Some programs for special education students offer a variety of unpaid training opportunities as part of the ongoing curriculum.*

### TYPES OF PAID EMPLOYMENT PLACEMENTS

**Unsubsidized Placement** - Wages paid by employer

**Subsidized Placement** - Wages paid by WorkAbility, JTPA, LEA, DR, or other

**Placement:** Placement has occurred when a student is in paid employment, performing productive work at an employer's place of business.

See the Ventura County SELPA publication "Work-Based Learning" for information about various paid and unpaid training options.

VENTURA COUNTY SELPA  
WORKABILITY PROGRAM

## PARTICIPANT ACTIVITY LOG

Participant: \_\_\_\_\_

School District: \_\_\_\_\_

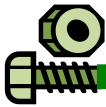
Job Developer/Specialist: \_\_\_\_\_

Please document services provided to the participant under Project WorkAbility.

DATE	NATURE OF SERVICE	NUMBER OF HRS./MIN.	PERSON PROVIDING SERVICE

(VC SELPA - **PWA-1**)





## BILLING

Once they have received their budget allocation for the year, each district must submit to the SELPA Director, a proposed **Budget Spreadsheet** delineating how the district plans to utilize its monetary allocation. Based on the approval of this spreadsheet, districts must bill the SELPA by submitting a **WorkAbility Invoice** after project expenses have occurred. As WorkAbility invoices are submitted and approved, a transfer of funds between the Ventura County Office of Education and the individual district will take place.

Districts may bill the SELPA as often as **every** month, or a minimum of **once** per year. Mandatory billing time is June 30<sup>th</sup> (*for all expenditures in the preceding fiscal year*).

Districts are not required to submit any back-up documentation with the invoice, but it must be maintained on file at the district in case of audit.

Budget spreadsheet and invoice forms follow in this section.



# PROJECT WORKABILITY BUDGET WORKSHEET

**Your Name:** \_\_\_\_\_

**District(s):** \_\_\_\_\_

Project WorkAbility Account Number	Description	Amount
1000	<b><u>CERTIFICATED SALARIES</u></b> Please list name, title and salary/wages of staff member(s). Note percentage of full-time equivalent <u>or</u> number of hours.  <i>For Example:</i> Mary Smith, Teacher, \$12.50/hour x 100 hours = \$1,250.00	\$
2000	<b><u>CLASSIFIED SALARIES</u></b> Please list name, title and salary/wages of staff member(s). Note percentage of full-time equivalent <u>or</u> number of hours.  <i>For Example:</i> Mary Smith, Job Developer, \$8.00/hour x 100 hours = \$800.00	\$
	* <u>Student Wages:</u> _____ Students x _____ hrs. x \$ _____/hr. =	\$
3000	<b><u>EMPLOYEE BENEFITS</u></b> For any salaries noted above. Show detail. (e.g., W/C, SUI, Medicare, etc.)	\$
4000	<b><u>BOOKS AND SUPPLIES</u></b> <i>(Equipment not allowed)</i>  Note detail:	\$
5000	<b><u>SERVICES AND OTHER OPERATING EXPENSES</u></b>	\$
	<ul style="list-style-type: none"> <li>• <u>Transportation</u> <ul style="list-style-type: none"> <li>- Job Developer ..... \$ _____</li> <li>- Student ..... \$ _____</li> </ul> </li> </ul>	\$
	<ul style="list-style-type: none"> <li>• <u>Coordination</u> <ul style="list-style-type: none"> <li>- Postage ..... \$ _____</li> <li>- Printing ..... \$ _____</li> <li>- Other ..... \$ _____</li> </ul> </li> </ul>	\$
	<b>TOTAL ALLOCATION</b>	\$

**VENTURA COUNTY SELPA  
WORKABILITY PROGRAM  
INVOICE**

District: \_\_\_\_\_ Submitting Date: \_\_\_\_\_

Please reimburse district (*subcontractor*) for the following new expenditures:

Category	Contract Budget*	Last Month Year to Date	Current Month	Total Year to Date	Budget Balance
<b>1000</b> Certificated Salaries					
<b>2000</b> Classified Salaries (Student Wages)					
<b>3000</b> Employee Benefits					
<b>4000</b> Books and Supplies					
<b>5000</b> Services and Other Operating Expenses ( <i>Transportation, Coordination, etc.</i> )					
<b>TOTALS</b>					
<b>TOTAL AMOUNT OF THIS INVOICE:</b>					

*\*If changes are made in any line item budgeted amount, please attach statement noting amount, reason, and SELPA staff approving budget change.*

I certify that this claim is a correct and true statement of the legal expenditures incurred by the district in the performance of services as per the district agreement. Supporting documentation is on file and subject to audit upon request.

Send Payment to: \_\_\_\_\_ (Name)

\_\_\_\_\_ (Title)

\_\_\_\_\_ (Date)

Submitted by: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(District)

(Name/Title)

(District Account Number)

Please keep one copy for your records and forward one copy to Ventura County SELPA, 5100 Adolfo Road, Camarillo, CA 93012. Claims on this invoice may be made once a month or less. Final **date for submission is July 15.**

**SELPA USE ONLY**

Date Received by SELPA: \_\_\_\_\_ Payment Authorized by (SELPA Rep.): \_\_\_\_\_

Date Forwarded to VCSSO: \_\_\_\_\_

SELPA Account to be Billed: \_\_\_\_\_

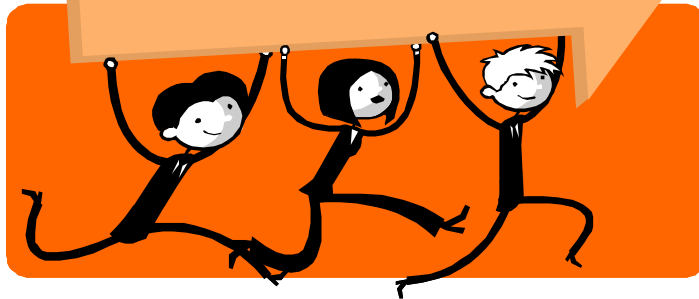
**VENTURA COUNTY SUPERINTENDENT OF SCHOOLS OFFICE USE ONLY**

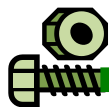
Date Paid by Ventura County Superintendent of Schools Office: \_\_\_\_\_

Amount of Check/Transfer: \_\_\_\_\_

Check Number/Journal Voucher Number: \_\_\_\_\_

# Program Evaluation





# PROGRAM EVALUATION

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## **INDIVIDUAL DISTRICT EVALUATION**

The performance of each district will be reviewed and evaluated by the SELPA Director upon conclusion of the project. The criteria of the review will consist of serving the required number of students, placement of at least 25% in paid placements (*subsidized or not*), no on-campus placements, attendance at required quarterly WorkAbility meetings, and timely submittal of documentation.

## **OVERALL SELPA PROJECT EVALUATION**

The overall Ventura County SELPA WorkAbility Program is reviewed annually by the State WorkAbility Coordinator for consideration for continued funding. Funding recommendations are dependent upon the project's receipt of an acceptable rating on the Year-End Report, serving the projected number of students, placement of 25% or more of the total number of proposed students in paid placements, attendance at all mandatory State and Regional WorkAbility I meetings, timely completion of all required paperwork, the appropriate use of project funds and adherence to budget guidelines.

**VC SELPA**  
**WORKABILITY PROGRAM**  
**YEAR-END EVALUATION WORKSHEET**

Site Name \_\_\_\_\_ Staff \_\_\_\_\_

1. Attended all mandatory meetings (or sent representative)

October 14, 2010	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
February 17, 2011	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
May 12, 2011	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

2. Completed all required documentation and submitted to SELPA:

- Baseline Data submitted May 20 ☐ Yes ☐ No
- Employer Recognition Data Submitted by May 30 ☐ Yes ☐ No

3.

	Served – District
<b>Proposed Served</b>	
<b>Actual Served</b>	
<b>% Served</b>	
<b>Placed</b>	

4. Overall evaluation of project:

Completed by Joanna Della Gatta, Director, Technical Support and Transition

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

# Resources



# ADULT SERVICES RESOURCE DIRECTORY 2015

## Ventura County Transition Project

*Proyecto de Transición  
del condado de Ventura*

Programs and services for students in transition from Special Education Programs to Adult Life

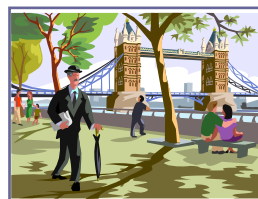
*Programas y servicios para estudiantes en transición de los programas de educación especial a vida adulta*

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Parents of students enrolled in Special Education Programs may obtain a free copy of this directory by calling:

*Padres de estudiantes que están inscritos en programas de educación especial pueden obtener una copia gratuita de este directorio llamando al:*

Ventura County SELPA at  
(805) 437-1560



This document is available on the Ventura County SELPA website:

*Este documento está disponible en el sitio electrónico:*

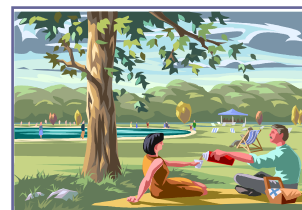
[www.venturacountyselpa.com](http://www.venturacountyselpa.com)

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For more information about transition to Adult life for students with disabilities go to

*Para más información sobre la transición a la vida de adulto para los estudiantes con discapacidades dirijase al*

[www.venturacountyselpa.com](http://www.venturacountyselpa.com) "Transition"



## DIRECTORIO DE RECURSOS DE SERVICIOS PARA ADULTOS 2015

**Ventura County SELPA**  
**Mary E. Samples**  
**Assistant Superintendent**

# Transition Portfolio Guide - 2013 -

***Reflecting the requirements of the 2004  
Individuals with Disabilities Education Act***

... A toolkit for Secondary Special Education teachers and staff  
to use in assisting their students with designing their own  
Transition Goals and Transition Portfolios

## Contact:

### VENTURA COUNTY SELPA

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Ventura County Transition Project and  
Ventura County SELPA WorkAbility I Program  
(California Department of Education, Project 034-03)

*for more information about transition to Adult Life for students with disabilities go to  
[www.venturacountyselpa.com/Transition to Adult Life](http://www.venturacountyselpa.com/Transition%20to%20Adult%20Life)  
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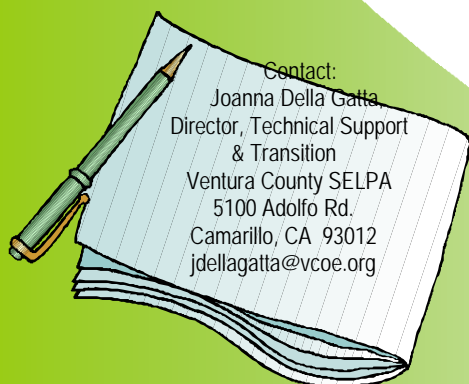


# GOING TO COLLEGE OR



## THINKING ABOUT IT?

***Information for teens enrolled in special  
education programs***



For more information about transition to  
adult Life for students with disabilities go to  
[www.venturacountyselpa.com/Transition](http://www.venturacountyselpa.com/Transition)

revised 2014

Ventura County Special Education Local Plan Area (SELPA)  
Mary E. Samples, Assistant Superintendent

# **Work-Based Learning for Special Education Students**



**Based on original work compiled by the  
WorkAbility Wage, Labor and Safety Committee,  
with editorial assistance from Sharon Bass-Sicanoff.**

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# WorkAbility I Resources

Acronyms and resource links for families and professionals.

## Acronyms and Terms

Acronym/Term	Name/Definition
BEL	Business, Education and Labor (Committee)
Carryover	Budgeted money carried over to the next fiscal year. WAI does not allow carryovers.
CDE	California Department of Education
Compliance	Following program rules.
Documentation	Evidence that supports program data and activities
DOL	Department of Labor
DOR	Department of Rehabilitation
EDD	Employment Development Department
Encumbrance	Earmarking specific sums of money for specific expenditures.
FAPE	Free and Appropriate Public Education
FMTA	Focused Monitoring Technical Assistance (Units) in the CDE, Special Education Division
Follow-Along	Services, including placements, which are provided to students while they are still in school.
Follow-Up	Survey-based data collected to determine adult outcomes for former WAI students one and two years past their exit dates from high school.
FTN	Family Transition Network Committee
Grant letter	A letter issued by CDE that states a local program will be funded for a specific amount of money.
GRC	Government Relations Committee
HSS	Human Support Services
IDEA	Individuals with Disabilities Education Act, as Amended in 2004
IEP	Individual Education Plan
LEA	Local Education Agency
Listserv	A CDE administrated distribution list that to disseminate official policy, guidance, documents, announcements to the subscribers of the listserv and for those subscribers to share operational information
LMI	Labor Market Information
LRE	Least Restrictive Environment
Mentor	An experienced WorkAbility I program representative assigned to assist and guide less experienced or troubled programs.
NCDG	National Career Development Guidelines

NPS/A	Nonpublic Schools and Agencies
On-campus placement	Any job provided on the same campus where the student attends school.
One Stop	Career and Employment Center funded through the Employment Development Department
Placement	Any WAI student who receives pay for work.
RC	Regional Center
Regional manager	A WAI program representative elected from the field to supervise a specific state region.
SCANS	Labor Secretary's Commission on Achieving Necessary Skills
SELPA	Special Education Local Plan Area
Served	Any student who participates in specific school-based, work-based, and connecting activities as outlined in the array of services.
SSID/CSIS numbers	The California School Information Services Statewide Student Identifiers
Sub-minimum wage	Wages paid below the legally mandated minimum wage.
Subsidized placement	Any paid student placement that is not paid by the employer (e.g., through WorkAbility funds)
Transition	The act of moving from one stage to another. WAI focuses on moving students from high school to the post-secondary world.
TSL	Transition Services Language
WAI	WorkAbility I
WBL	Work-based Learning Experiences
WIA	Workforce Investment Act
Work permit	Documentation required for minor students who have not graduated from high school to work within the State of California.

#### **National Web Sites**

##### [Related to Federal Constitution, Legislation, Laws, Regulations and Court Decisions](#)

[DisabilityInfo.gov](#) - Federal government's one-stop Web site for information of interest to people with disabilities, their families, employers, service providers and many others. (Outside Source)

[No Child Left Behind](#) (Outside Source)

[Social Security Administration](#) (Outside Source)

[Employment Support For People with Disabilities](#) (Outside Source)

[U.S. Department of Education](#) (Outside Source)

[U. S. Department. of Justice](#) (Outside Source)

[Americans with Disabilities Act](#) (Outside Source)

[Office of Juvenile Justice and Delinquency Prevention](#) (Outside Source)

[U. S. Department. of Labor](#) (Outside Source)

[Accommodations Resources for Federal Managers and Employees](#) (Outside Source)

[Disability Research Resources](#) (Outside Source)

[Economic Independence for People with Disabilities](#) (Outside Source)

[Employers and the ADA: Myths and Facts](#) (Outside Source)

[Employment Laws](#) (Outside Source)

[Employment Standards Administration Wage and Hour Division](#) (Outside Source)

[Interviewing Applicants with Disabilities](#) (Outside Source)

[Mentoring Youth with Disabilities](#) (Outside Source)

[Office of Disability Employment Policy](#) (Outside Source)

[People with Disabilities: Fulfilling Your Business Goals](#) (Outside Source)

[Recruiting Candidates with Disabilities](#) (Outside Source)

[The Job Accommodation Network](#) (Outside Source)

[Tips for Ensuring Access for Applicants with Disabilities](#) (Outside Source)

#### **California Web Sites**

[Related to the Constitution, Laws, Regulations and Legislation](#)

[Department of Education](#)

[Carl D. Perkins Vocational and Technical Education Act](#)

[Employment Development Department](#) (Outside Source)

[California One-Stop Career Center System](#) (PDF; Outside Source)

[Department of Rehabilitation](#) (Outside Source)

[California Workforce Investment Board](#) (Outside Source)

#### **Resource Web Sites**

[Association for Supervision and Curriculum Development](#) - For The Success Of Each Learner - Helps teachers discover research-based strategies they can implement to improve learning in their schools. (Outside Source)

[Association of Career and Technical Educators](#) - Largest national education association dedicated to the advancement of education that prepares youth and adults for careers. (Outside Source)

[California Association of Regional Occupational Centers and Programs](#) - Promotes and supports ROCPs in providing exemplary career education, career development, and workforce preparation that contribute to student academic and career success. (Outside Source)

[California Association of Work Experience Educators](#) - Supports work-based learning professionals to develop, promote and improve high quality programs. (Outside Source)

[Friends Of Californians With Disabilities, Inc.](#) - Develops statewide and national partnerships to increase employment and independent living opportunities for people with disabilities. (Outside Source)

[National Center on Secondary Education and Transition](#) - Coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures. (Outside Source)

[National Youth Employment Coalition](#) - Networking to improve the effectiveness of organizations that seek to help youth become productive citizens. (Outside Source)

[Parent Advocacy Coalition for Educational Rights](#) - Expands opportunities and enhance the quality of life of children and young adults with disabilities and their families. (Outside Source)

[Wrightslaw](#) - Accurate, reliable information about special education law, education law, and advocacy for children with disabilities. (Outside Source)