

2010-2011

SCHOOL ACCOUNTABILITY REPORT CARD

The Urban Skills Center

A school of *The Institute for Effective Education*

2225 Camino Del Rio South
San Diego, CA 92108
(619) 243-1749

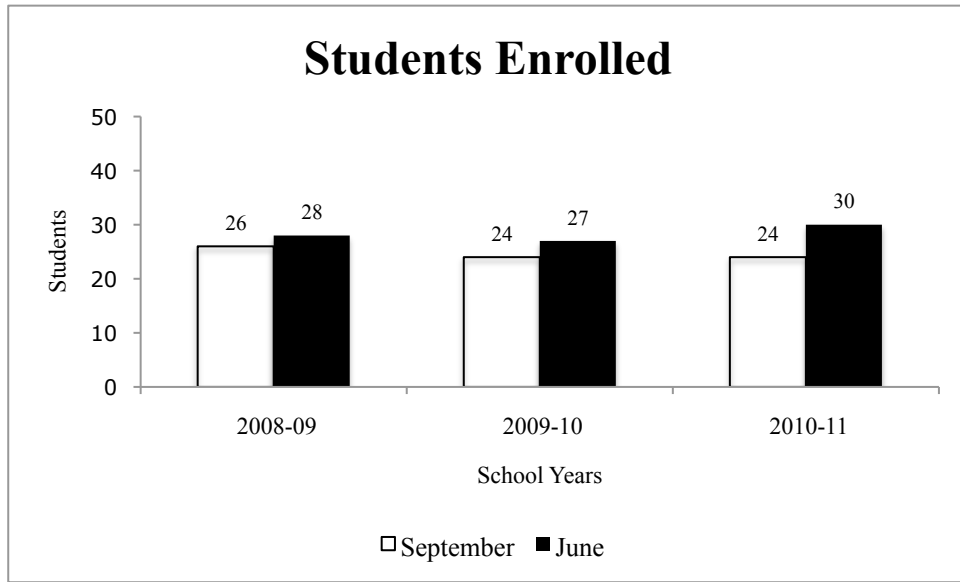


The Urban Skills strives to help young adults achieve their maximum potential as members of the community by developing vocational and independent living skills in addition to completing their high school education. In order to assist our students make the transition to adult life, we endeavor to create an environment that simulates employment and independent living and fosters personal growth and responsibility.

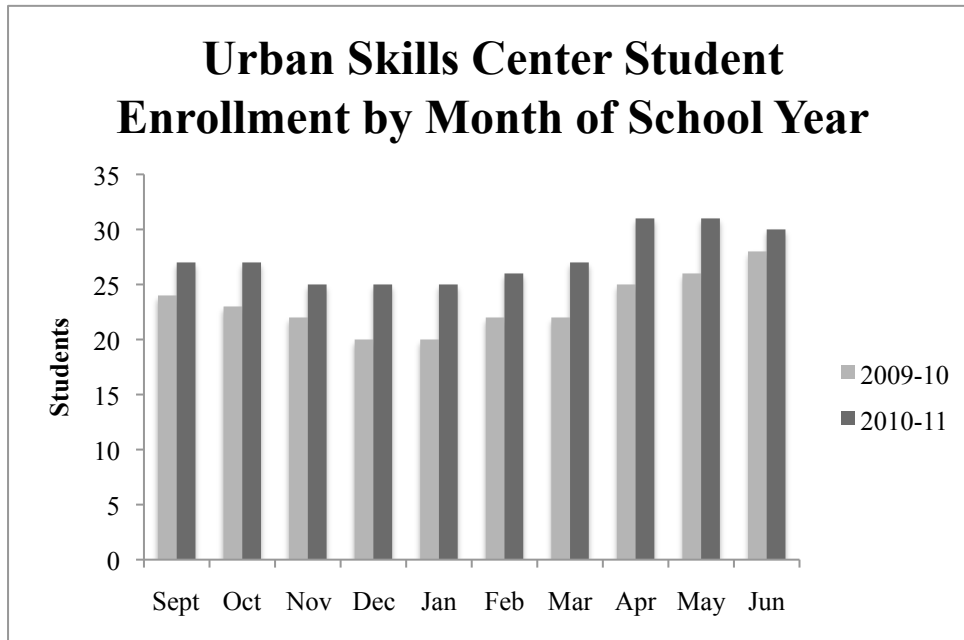
Demographics – Historical Student Enrollment

In the 2010-2011 school year a total of 34 students attended the program with eight students enrolling and four students exiting mid-year for an average enrollment of 26.5 students over the course of the school year. Students exited for the following reasons:

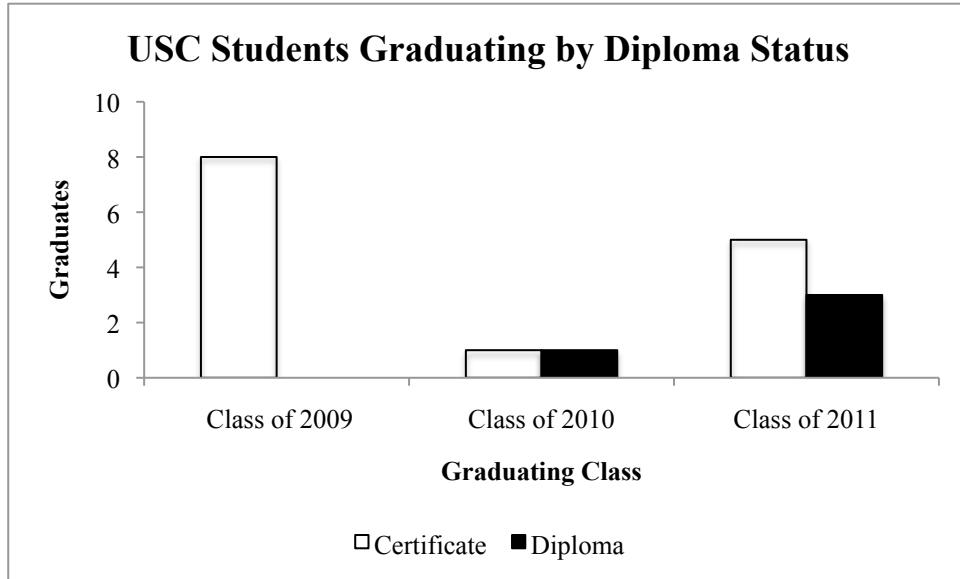
- One student graduated at the end of the 1st semester
- One student moved out of the area
- Two students were dis-enrolled at the school's request



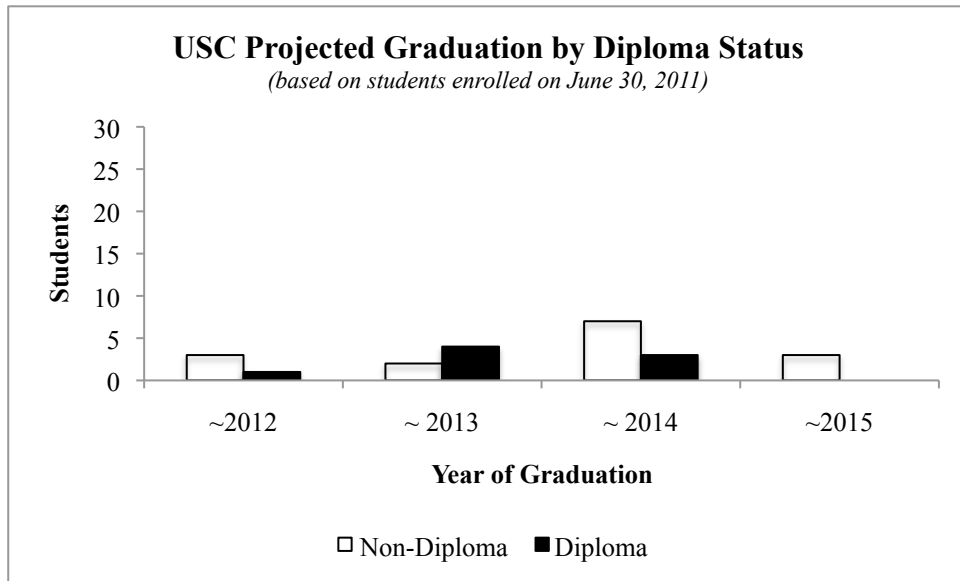
Over the last three school years, the net change in student enrollment from September to June ranged from a net increase of one to six students with an approximate average of seven students entering the program and five students exiting the program over the course of the school year.



The chart above shows a comparison of the change in student enrollment by month for the 2009-10 and 2010-11 school years.



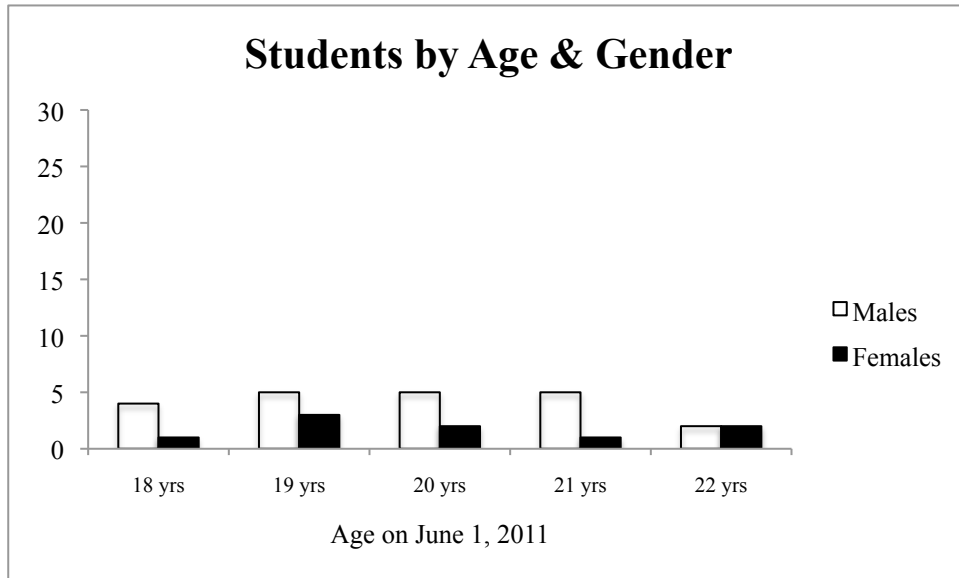
In the last three school years, an average of six students have graduated on June 30th, with a range of two to eight graduates per year. The chart above shows a breakdown of those graduating students by diploma status.



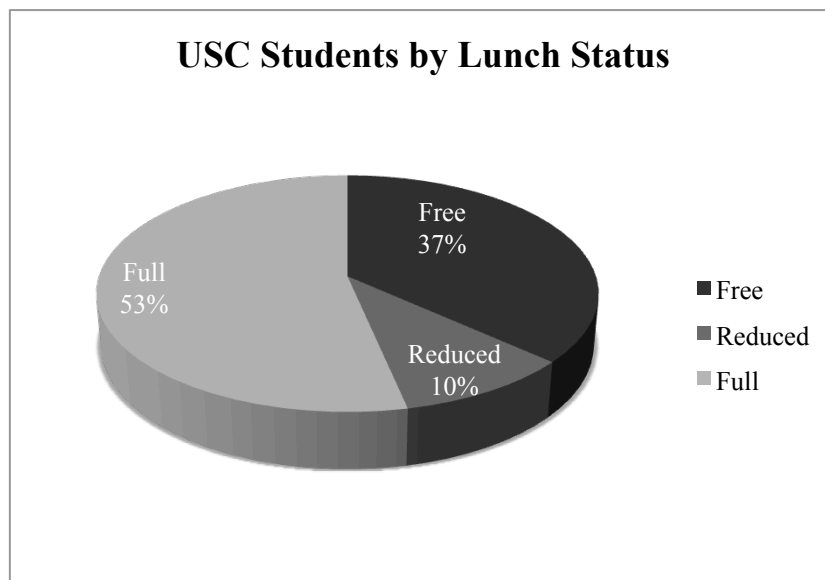
This chart shows projections of our future graduating classes, by diploma status, based on students enrolled on June 30, 2011

Demographics – Student Population

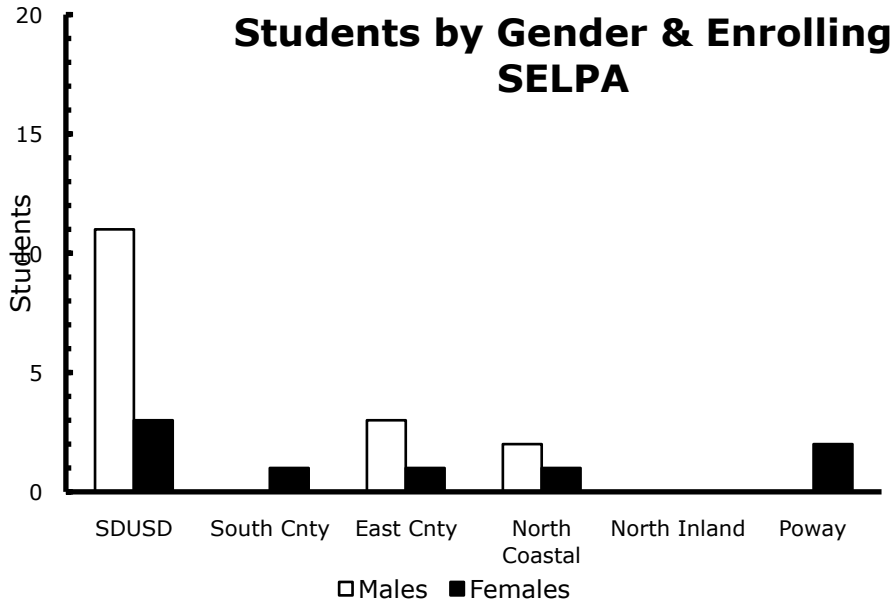
The following charts show demographic data for students enrolled at the Urban Skills Center on June 30th 2011.



Students by age and gender (above)



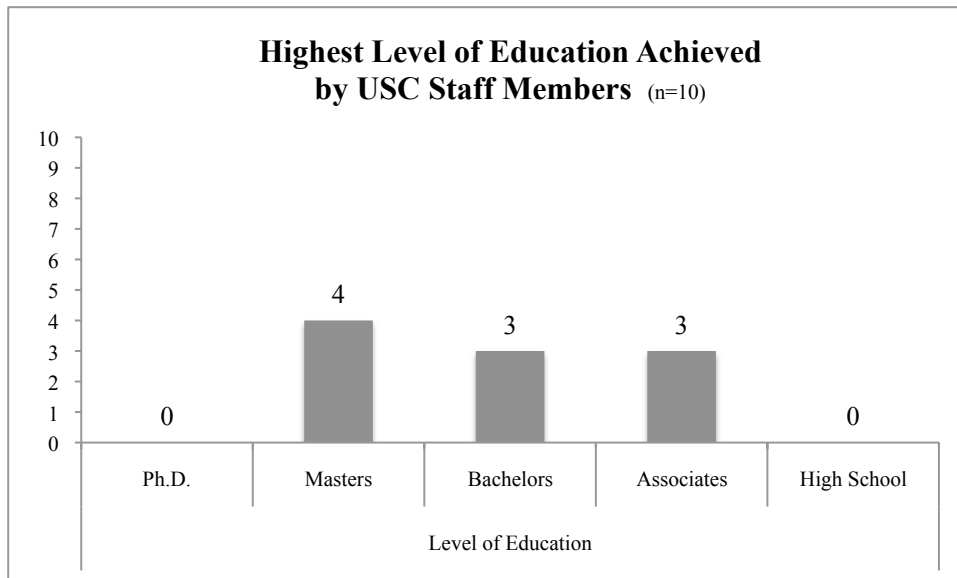
Students by Free & Reduced Lunch status (above)



Comparison of students by enrolling Special Education Local Plan Area (SELPA) (above)

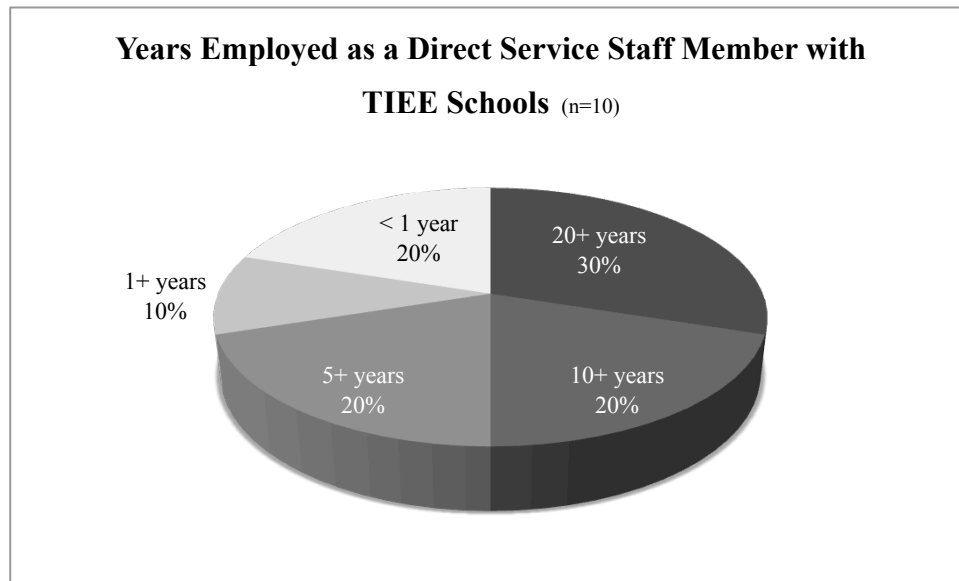
Demographics – Staff members

In the 2010-11 school year, the Urban Skills Center employed a total of 10 full-time equivalent (FTE) staff members, including the Director, the Coordinator of Vocational & Transition Services, three teaching professionals and five paraprofessional staff members.



The chart above shows the highest level of education achieved by the 10 FTE staff members at USC. In addition the Director is also a Board Certified Behavior Analyst (BCBA) and the Coordinator of Vocational & Transition Services is a Certified Rehabilitation Counselor.

In addition to the 10 FTE staff members described above, the Urban Skills Center also employs a Speech Language Pathologist, an Occupational Therapist and a School Counselor on a part-time basis.



Like all schools of *The Institute for Effective Education (TIEE)*, the Urban Skills Center is proud of the longevity of its' staff members. The chart above illustrates that in the 2010-11 school year, 70% of all USC staff members were employed by TIEE schools for at least five years, with 50% employed for at least ten years. Conversely, there are also benefits to adding new staff members; in the 2010-11 school year, growth in student population at USC led to the addition of two new staff members.

Urban Skills Center Program

The program at the Urban Skills Center concentrates on three major curriculum areas: Academics, Vocational and Daily Living.

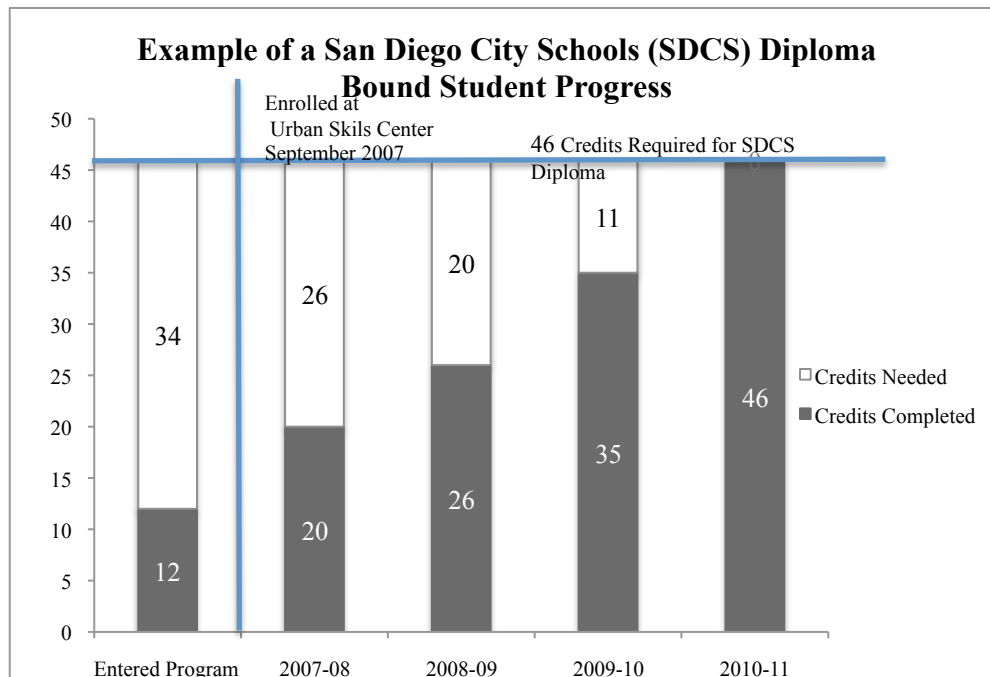


Academics

In the 2010-11 school year, the Urban Skills Center served a total of 34 students, of those students, 13 were enrolled in classes leading to a high school diploma, while the remaining 21 students were working towards a certificate of completion. Therefore, the Urban Skills Center provides a range of courses across academic areas.

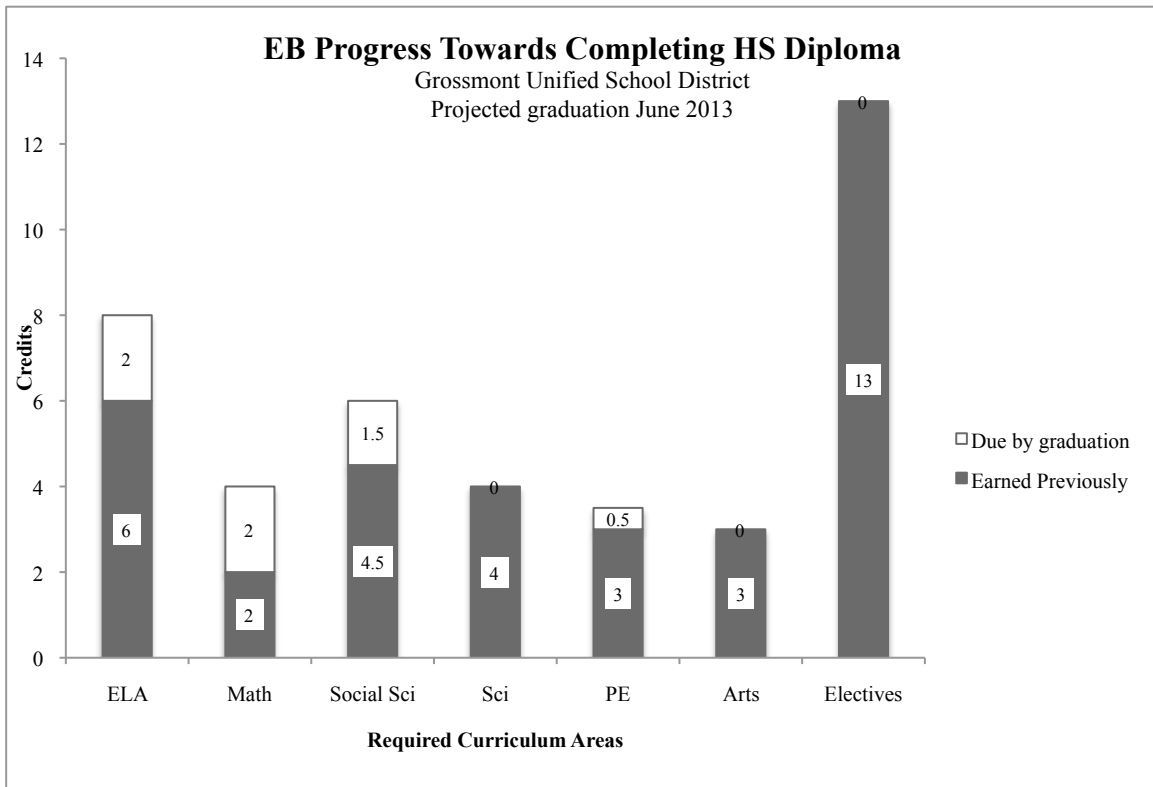
High School Credit Courses

Urban Skills Center students working towards completing their high school diploma must meet all the requirements of their home high school district. Towards that end, the Urban Skills Center offers high school credit classes across all seven of the major content areas required by the State of California: English Language Arts, Mathematics, Science, Social Sciences, Art (fine & practical), Physical Education as well as Electives. All classes in these areas teach to the Content Standards adopted by the California State Board of Education. As minimum diploma requirements (i.e., necessary coursework) within these seven areas vary by school district, each enrolling diploma-bound student meets with his/her program-managing teacher to map out a plan for completing the work towards his/her high school diploma. Each semester, the student once again meets with his/her teacher to review progress and update the plan.



The above chart provides an example of annual progress for a USC student (KW) towards completing requirements for her high school diploma from her home school district, San Diego City Schools (SDCS). KW entered USC at the age of 18 and had previously completed 12 of the 46 required credits towards her diploma. Over a four-year period, she earned an average of 9.5 credits per school year, with a range of 6-11 credits earned per year. KW graduated on June 30, 2011 with her high school diploma from San Diego City schools.

As mentioned previously, high school diploma bound students meet regularly with their program-managing teacher to review their progress and update their plan towards completing their high school diploma.



The above chart shows an example of progress for a USC student (EB), on track to graduate in June 2013. This chart was prepared jointly by the student and his program-managing teacher upon completion of his 2nd semester in the 2010-11 school year, to analyze his progress across the seven required credits areas, towards his goal of achieving a high school diploma.

Annual Course Work Leading to a High School Diploma

Courses taught each semester/year are determined by the needs of the current students enrolled in the program, therefore, not every course area is taught every semester, but rather cycle as needed. For example, Biology is typically offered once every two years, thereby meeting the requirements as necessary for subsequent students to fulfill diploma requirements. In the 2010-11 school year, CA Standard-Based Credit Courses were offered at Urban Skills Center as follows:

- *English Language Arts (ELA)*
 - Lit 9
 - Lit 10
 - Lit 11 – American Literature
 - Lit 12 – World Literature
- *Mathematics*
 - Pre-Algebra
 - Algebra
 - Geometry
 - Integrated Algebra
 - Community Math
- *Sciences*
 - Earth Science

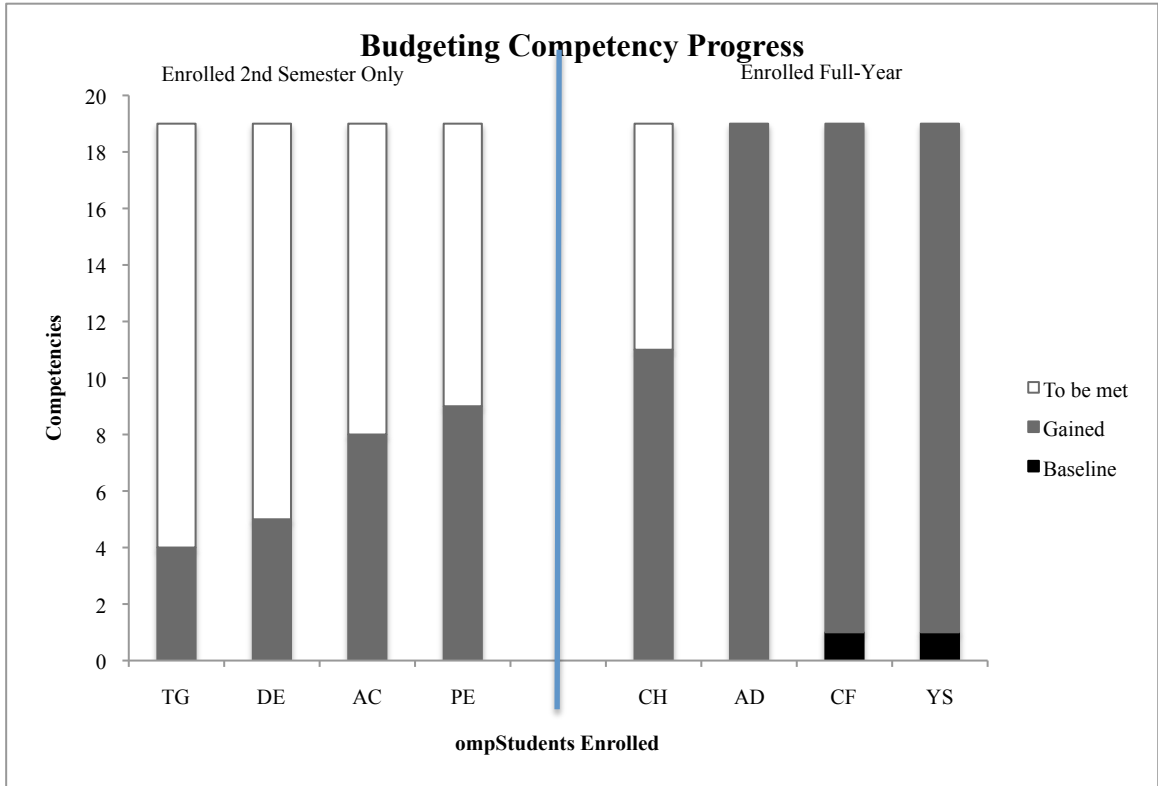
- *Social Sciences*
 - World History
 - US History
 - Economics
- *Art*
 - Performing Art: Vocal
 - Visual Art
- *Physical Education*
 - Fitness
 - Karate
 - Yoga
- *Electives*
 - *Will be addressed in subsequent areas of this report*

Functional Academic Courses

Functional academic classes are offered to non-diploma bound students as needed to provide important skill development in areas that will increase their future independence as well as enrich their life. In the 2010-11 school year, the following functional academic classes were offered:

- *Functional English*
 - Contemporary Literature (Book Club)
 - Language Arts (REACH program)
- *Functional Mathematics*
 - Money handling
 - Purchasing
 - Budgeting
 - Time Management
- *Functional Writing*
 - Electronic Communication (email)

In all functional academic classes, emphasis is placed on identifying and measuring progress towards meeting competencies



Reset the above chart

The chart above summarizes progress of eight students enrolled in a Budgeting class in the 2010-11 school year. An analysis of the curriculum identified 19 specific competencies students need to master in order to successfully manage a personal budget. Baseline data were collected indicating that only two of the eight students demonstrated previous mastery of any of these competencies prior to enrolling in the class, with each of those student (i.e., CF & YS) demonstrating competency in only one of the 19 identified competency areas. By the end of the year, three of four students who participated in the class for a full year (i.e., two semesters) demonstrated 100% competency achievement; with one student meeting 11 of the 19 identified competencies. Students enrolled 2nd semester only met an average of 6.5 competencies per student, with a range of four to nine competencies met across four students enrolled in the class.



Vocational Education

Vocational education is an important component of the curriculum for all USC students. One of the goals of the Urban Skills Center program is to see that every student graduate with a transition plan that includes gainful employment. While some students may continue to need varying levels of support post graduation, every student has the capacity to be a productive member of his/her community. Towards that end, the USC program strives to develop generalized employment skills in all students, while at the same time developing specific skills sets in employable areas of interest identified by the student.

Generalized Employment Skills

Generalized employment skills are defined as non-job specific skills that are valued by almost all employers, for example arriving to work on time, dressing appropriately for the job, completing assigned tasks, etc. The generalized employment skills taught at USC address four major areas: Following established employer policies; Completing assigned work; Working with others; & Getting a job.

Following established policies:

Employers typically establish general expectations for their employees (e.g., attendance expectations, reporting an absence, following dress code, use of personal electronic devices, etc). These expectations are typically covered and reviewed during new employee orientation and employees are then expected to immediately start following them; failure to do so, often results in employee termination. The Urban Skills Center prepares students to meet these varying expectations by providing students with daily experience in following policies and procedures, including general expectations for the school site as well as specific expectations for different vocational experiences. Students receive both written policies and training on these policies and then are given both verbal and written feedback, as necessary, on their ability to follow and maintain adherence to these policies.

Completing assigned work

The vocational program at the Urban Skills Center has identified five general task strategies that, when individuals establish competence, help establish them as successful employees across a wide variety of employment experiences; specifically: *start a job, perform a task, check your work, get more work & clean up*. USC students typically are assigned to a minimum of 1-2 vocational classes per semester. For each assigned class, data are collected daily, via student self-evaluation of own performance, validated by their teacher's evaluation of student independence across these five areas. Each student and teacher dyad also evaluate two individualized goals specifically designed for each individual student based on his/her IEP and/or ITP goals as well as their progress towards meeting level competencies. These data are then charted and used to determine the level of support each student needs in

order to successfully complete vocational tasks. Once students master specific vocational competencies, they become candidates for classes/vocational experiences requiring increased independence and providing greater access to reinforcement, including paid employment by one of our community partners &/or at a business in their own neighborhood.

Working with others

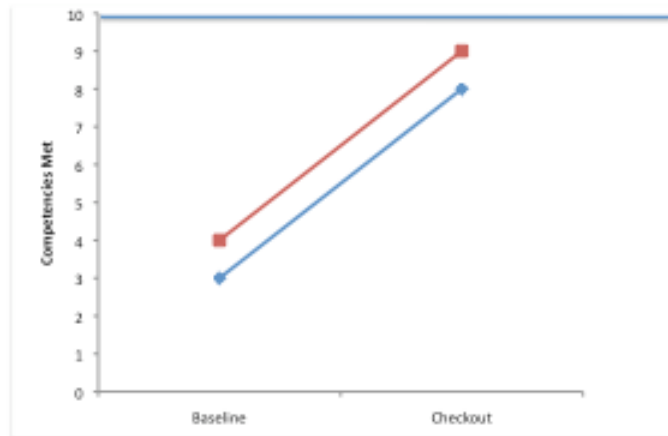
Individual success on the job typically requires establishing successful working relationships with co-workers as well maintaining positive interactions with supervisors. There are several small but critical behaviors that help increase an employee's likeability to others, such as greeting supervisors and co-workers, engaging in appropriate conversations on the job, making appropriate eye-contact when others are speaking, waiting for an appropriate moment to speak, thanking a co-worker or supervisor for assistance they have offered, asking for help or accommodations, etc. These skills are actively taught and practiced; additionally, students are given daily feedback on their appropriate interactions with others on the job.

Getting a job

While the areas described above assist our students in maintaining employment once hired, today more than ever, acquiring a job is one of the greatest challenges for all prospective employees. The vocational education department at the Urban Skills Center directly addresses these challenges in several ways. All students are enrolled in *Personal Data Wizard*, an on-line program that allows students to maintain an on-going vocational portfolio, including completing a career interest survey, creating and updating a resume, tracking work experiences, templates for writing job related letters (e.g., cover letters, thank you and resignation), and job application forms, including master applications that may be used to help complete novel forms. Students are directly instructed on accessing and managing this account, and access to this resource continues post-graduation. All USC students are also required to take a class and meet competencies in interview skills; peer mentorship (i.e., peers already meeting competency are responsible for providing training to naïve peers under the direct supervision of a credentialed teacher) is cornerstone of this program.

Interview Rating Form

- Introduced self to receptionist
- Greeted interviewer appropriately
- Well-groomed
- Appropriate interview outfit
- Appropriate body language
- Answered all interview questions appropriately
- Appropriate communication skills
- Asked at least 1 question
- Asked for a business card
- Closed interview appropriately



Interview Ratings Competencies Met

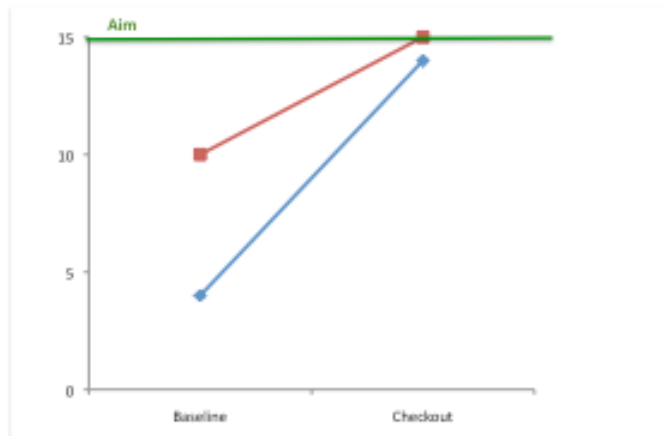
Tutor: I.G.

Tutees: C.L. and C.C.

Students met twice a week for 30 minute sessions over a 3 month period

The above information shows change in interview rating competencies for 2 students enrolled in a peer-mentor interview-training program. The list on the left details on the competencies taught by peers, the chart to the right shows the competency growth for two individuals enrolled in the program as a result of peer training. All assessment of competencies are conducted by adult-professionals in the field (i.e., HR supervisors)

- **Tell Me About Yourself**
 - Background, Education
 - Strengths, Interests
- **Why Do You Want This Job**
 - Experience & Skills
 - What you hope to learn
- **How Would You Handle a Customer Who Made Rude Comments**
 - Interact in positive way
 - Get help if needed
- **Time Worked Well With Others or Were A Team Player**
 - Example from school, work, home
 - Relates to skills use on job
- **Do You Have Any Questions?**
 - Ask 1-3 questions
 - Avoid asking about salary, vacations, holidays, sick days



Interview Question Competencies Met

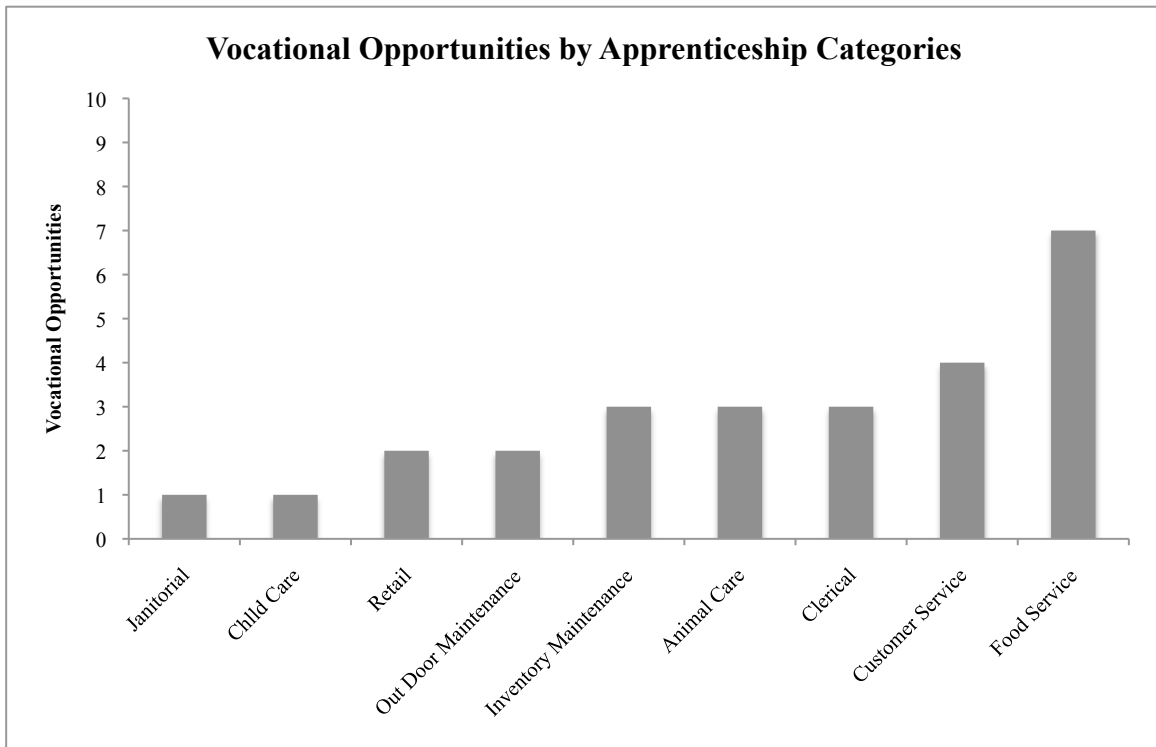
C.C.: Baseline in December
Checkout in March

C.L.: Baseline in March
Checkout in June

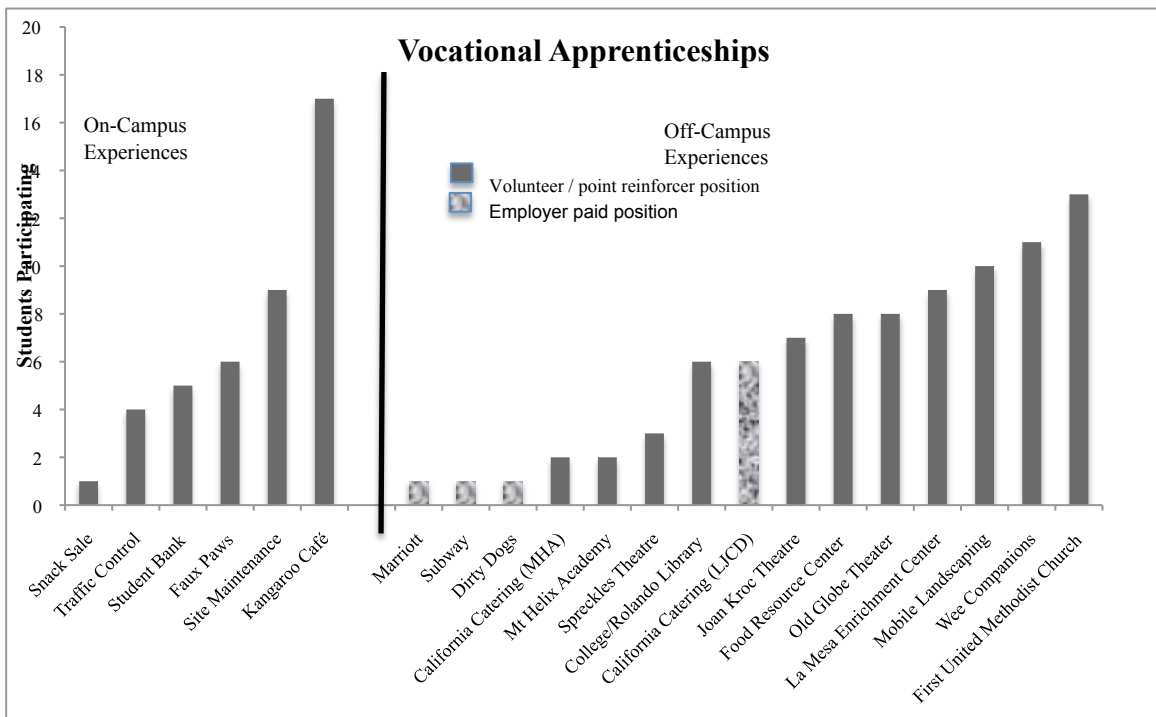
This information (above) shows change in interview competencies for each interviewee in training (for Peer-Trainer *IG*) as measured by specific responses to interview questions targeted for training; note that the two students measured in these data had differing baseline and checkout dates.

Specific job competency training

Research has indicated that *Persons with Disabilities* often have very limited job opportunities; more specifically, their job training is limited to janitorial tasks. In the 2010-11 school year, Urban Skills Center students were offered the opportunity to participate in 21 different vocational experiences across 9 different vocational categories.



The chart above reflects the range of unique vocational opportunities across the 9 different apprenticeship categories offered at the Urban Skills Center in the 2010-11 school year (e.g., there were 2 different retail, 3 different animal care and 7 different food service opportunities offered during the school year).



The chart above shows the number of students participating in each of the 21 different vocational opportunities offered at USC in the 2010-11 school year; solid gray bars indicate volunteer point &/or USC-provided monetary-reinforcer opportunities and spotted bars indicate employer-paid opportunities.

Evidence of professional competence

To the extent possible, students graduating from USC establish documented evidence of meeting competencies in specific skill areas. For example, ten of ten USC students enrolled in our food-service program this year, successfully took and passed their *Food-Handler's License* exam and have received their *Food-Handlers Cards*, which certifies them as eligible for *Food-Handlers* job opportunities for the next three years.

In all of the nine categorical vocational areas (described above), every opportunity is taken to establish community-accepted competence for our students.



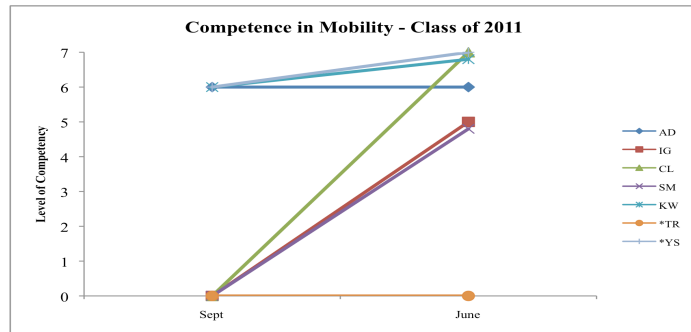
Life Skills

Whether on a diploma or non-diploma program, and regardless of level of support needed in vocational career goals, ALL Urban Skills Center students need to prepare for independent life after graduation. All students enrolled at USC are assessed across important life skill areas, including: mobility, purchasing, physical fitness, self-management (including self-defense); time-management (including managing a calendar); nutrition, food-preparation, clothing management (including laundry skills), leisure, and much more. Based on assessment-data, students are placed in competency-based classes and are taught specific skill in these areas. Some examples of these classes and competencies measured are included below.

Mobility

The extent to which our students are independently mobile by the time they graduate from the Urban Skills Center program, the more opportunities, both in terms of continuing education as well as employment, are available for their post-school life. Towards that end, independence in mobility; specifically the ability to independently access public transportation options is a high priority for all USC students.

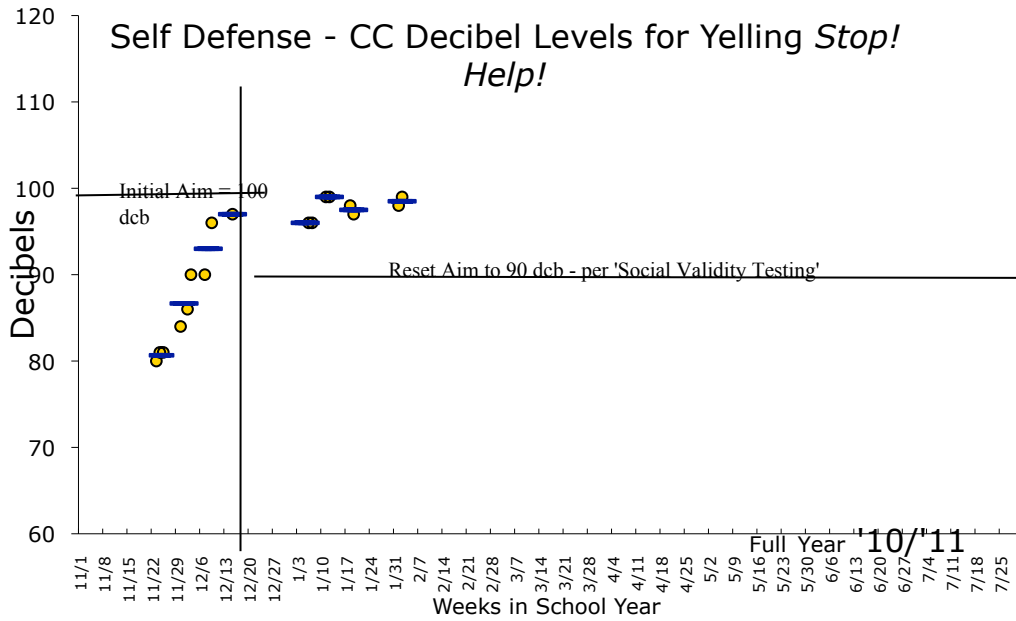
- 7 Transports/Trains Others
- 6 Generalized Mobility
- 5 Independent on Multiple Routes
- 4 Independent on one Route
- 3 Mobile as a member of a group
- 2 Passed oral/written checkout
- 1 Role plays mobility procedure
- 0 No relevant mobility skills



The chart above demonstrates change in competence in mobility for our 2011 graduating class. A score of ‘0’ indicates no relevant mobility skills, whereas a score of “7” indicates generalized skills including the ability to train others. Of the seven graduating seniors in the 2010-11 school year, six met a minimum competency of independent traveling multiple routes (e.g., home to school, home to work, and reverse, etc.), with three of those students exceeding this standard and demonstrating generalized mobility skills, which includes the ability to navigate new routes without assistance. Similar data are collected and maintained for every student at the Urban Skills Center.

Self-Advocacy & Self-Defense

The data on violence and abuse of individuals with disabilities is alarming. To help curb this alarming trend, students at the Urban Skills Center are actively taught self-advocacy as well as self-defense. Self-advocacy includes direct instruction on individual rights and identifying and practicing accessing various support systems available in the community (e.g., contacting Adult Protective Services, the local police, Disability Rights, CA, etc.). Self-Defense include instruction on how to respond to a variety of potential victim scenarios with an emphasis on getting away and getting help as quickly as possible.



The chart above shows measures of decibel levels when practicing calling ‘Stop! Help’ for an individual student in a self-defense class at USC this year.

Calendar Management

Making and keeping appointments is a skill expected of all competent adults. Students at the Urban Skills Center are taught to manage a personal calendar and receive frequent practice and feedback on their skills in scheduling and meeting their personal appointment calendar.

Student: Sophonia Individualized Procedure Data Collection Sheet / Goal: _____

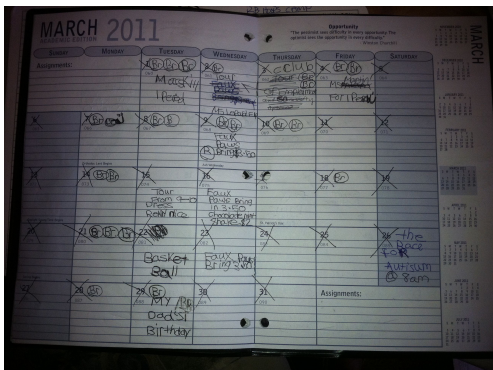
Procedure: Maintain Calendar Prompting Strategy: Lubric / Fluency Set/Stay Procedure

Session Date: _____

STEPS	BASELINE									
	1/11	1/12	1/13	1/14	1/15	1/16	1/17	1/18	1/19	1/20
1 Get out calendar	1	1	1	1	1	1	1	1	1	1
2 Open calendar	2	2	2	2	2	2	2	2	2	2
3 Open email	3	3	3	3	3	3	3	3	3	3
4 Open meeting notes	4	4	4	4	4	4	4	4	4	4
5 Write down important info in calendar	5	5	5	5	5	5	5	5	5	5
6 Respond to email if necessary	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10

Notes

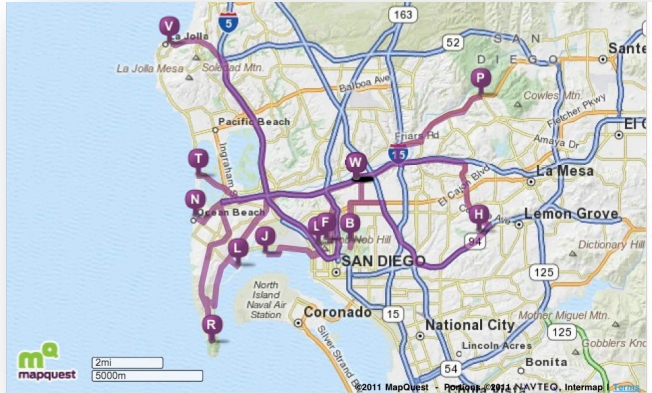
Coding: (1) = Independent; (2) = Incorrect or prompted;



The images above demonstrate data collected on a student as she was learning the “Maintaining Calendar” procedure. Each number “1-6”, indicates a step in the procedure. Each coded column of numbers indicates SW’s independence in completing each step of the procedure, a slashed numeral indicates assistance was provided in performing that step and a circled numeral indicates that step was performed independently. Next to the chart is a photo of this student’s independently maintained calendar.

Leisure

While preparing student for post-school employment and continuing adult education are extremely important aspects of the Urban Skills Center program, equally important is insuring that our students have a rich repertoire of activities to fill their leisure time. Students at USC have the opportunity to explore areas of interest and develop skills so that they may pursue such interests in a competent and self-fulfilling manner. Some of the leisure classes taught at USC in the 2010-11 school year included: Gardening, Creative Writing, Chess, Book Club and Hiking.



Oh the places we go!



1st Avenue Bridge



Chollas Lake



Downtown SD



Harbor Island



Ocean Beach Pier



Laurel Street Bridge



Shelter Island



Little Italy



Mission Trails Park



Mission Beach Boardwalk



Harbor Drive



Old Town



Balboa Park Gardens



Spanish Landing



Point Loma Lighthouse

The above map and images show places selected by our Hiking Leisure to explore during the 2010-11 school year. The class would select a place and research it, then schedule a trip to the location to visit. This also provided an opportunity for students to practice their mobility skills.

Physical Fitness/Nutrition

Maintaining physical health and fitness is the responsibility of every adult. Students at the Urban Skills Center are given several choices for classes where they learn skills in establishing daily fitness routines and activities. Some of the classes taught in this area during the 2010-11 school year include: Karate, Team Sports, Strength Training, Muay Thai and Yoga. 14 USC students opted to participate in the Karate program in

the 2010-11 school year. By the end of the year they had progressed to the following belt levels:

- White belt – 3
- Orange belt -2
- Blue belt – 1
- Green belt – 2
- Brown belt
 - With white stripe – 2
 - With white & black stripe – 1
 - With 2 black stripes - 3

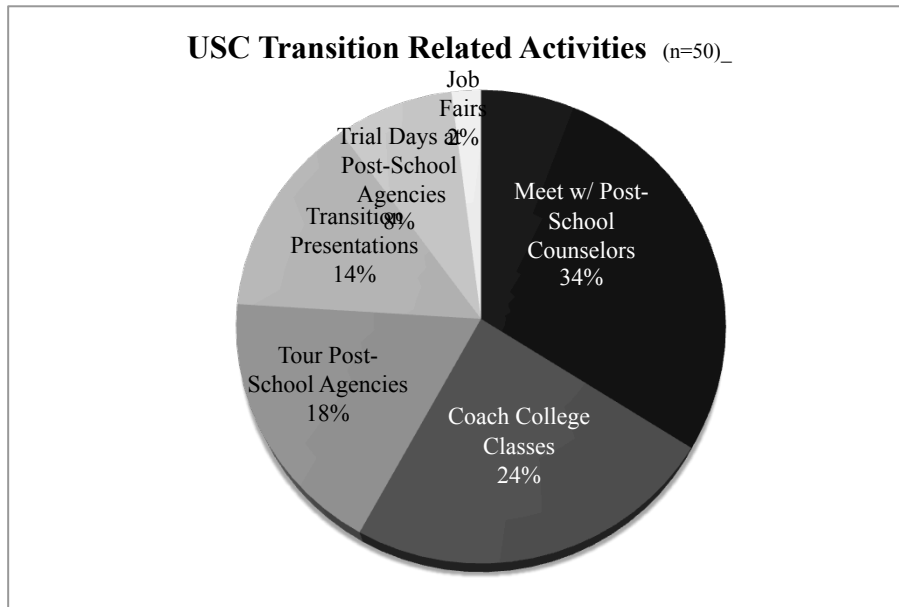


Transition Services

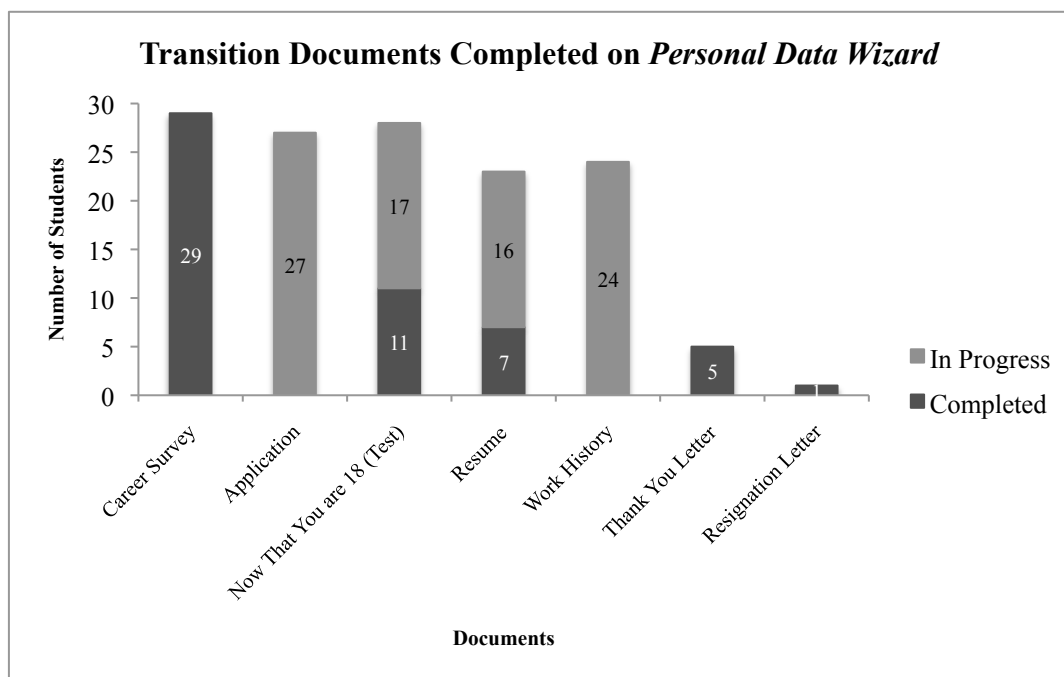
Preparing students for life after graduation is a critical component of the Urban Skills Center Program. At the Urban Skills Center, Transition services are coordinated by a Masters level professional who is also a certified Rehabilitation Counselor as well as a certificated in Supported Employment and Transition.

All students at the Urban Skills Center participate in a weekly seminar led by Ms. Bobroff on how to be successful in the work place using curriculum designed by Denise Bissonnette, *30 Ways to Shine as a New Employee*. The goal of this program is to directly teach individuals important concepts and techniques that will heighten their productivity and success on the job as well as increase their own job satisfaction. Although designed as a tool to help employees successfully navigate a new job, Ms. Bobroff has adapted it to meet the needs of adults with special needs in all aspects of their post-school activities (e.g., success in adult education classes, personal living situation, as a consumer in a post-school agency, in establishing new friendships and managing interpersonal relationships, etc.).

The research shows job accommodations, when done properly, improve the probability for career success for people with disabilities (Szymanski, Hershenson, Ettinger, and Enright, 1996). In the 2010-11 school year, the emphasis of the USC *30 Ways to Shine* seminars was on teaching students to recognize their limitations and then advocate for appropriate accommodations across the various environments and activities in their lives.

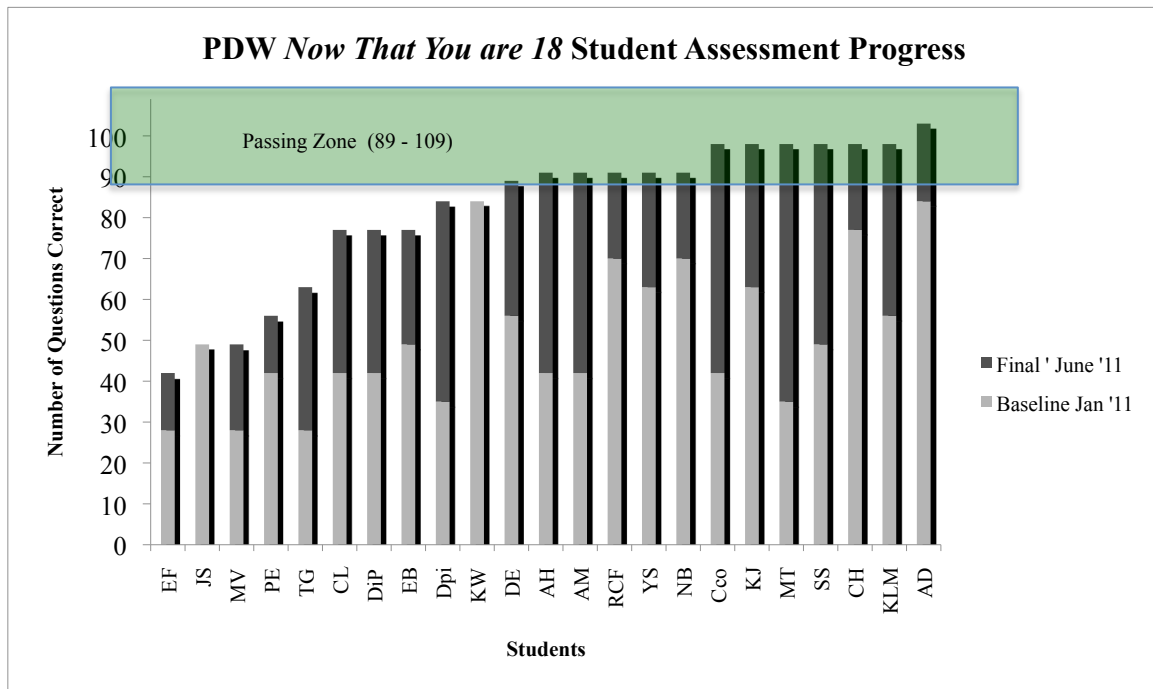


In the 2010-2011 school year, the staff and students of USC participated in 50 different transition-related activities, in addition to the school regularly scheduled classes. The chart above provides a breakdown of these activities.



The on-line program, *Personal Data Wizard*, allows students to create a portfolio of documents, which may easily be accessed from any computer with internet access. Students continue to have access to this personally designed resource, post graduation from USC. The chart above summarizes student progress in completing these various documents.

Personal Data Wizard also provides an on-line evaluation tool, *When You Turn 18*, which provides an opportunity to assess students knowledge of their rights and responsibilities as an adult in our community. The Urban Skills Center staff created a curriculum to compliment this program to teach students their rights and responsibilities as adults. All students continue in this program until they reach greater than 90% accuracy on these test questions over three consecutive assessments.

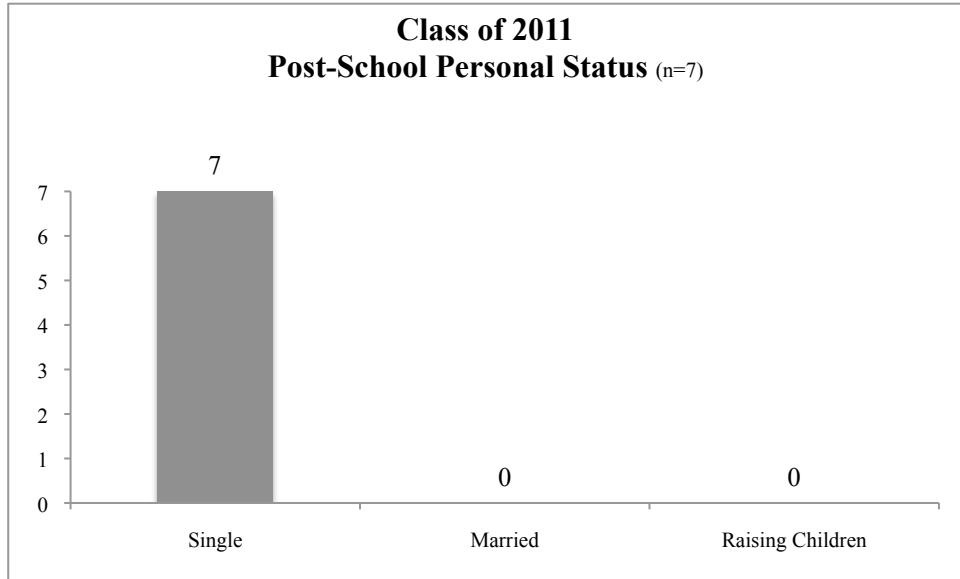


The chart above shows student mastery of the *Now That You are 18* test questions for each of 23 students participating in the training in the 2010-11 school year. The light gray bars indicate each students original baseline level of mastery, the dark grey shows growth in achieving mastery by the end of the school year. Scores between 89-109 are considered to be in the target “*passing zone*”. This course was offered second semester only; the end of the semester 13 of 23 students achieved passing levels on this exam.

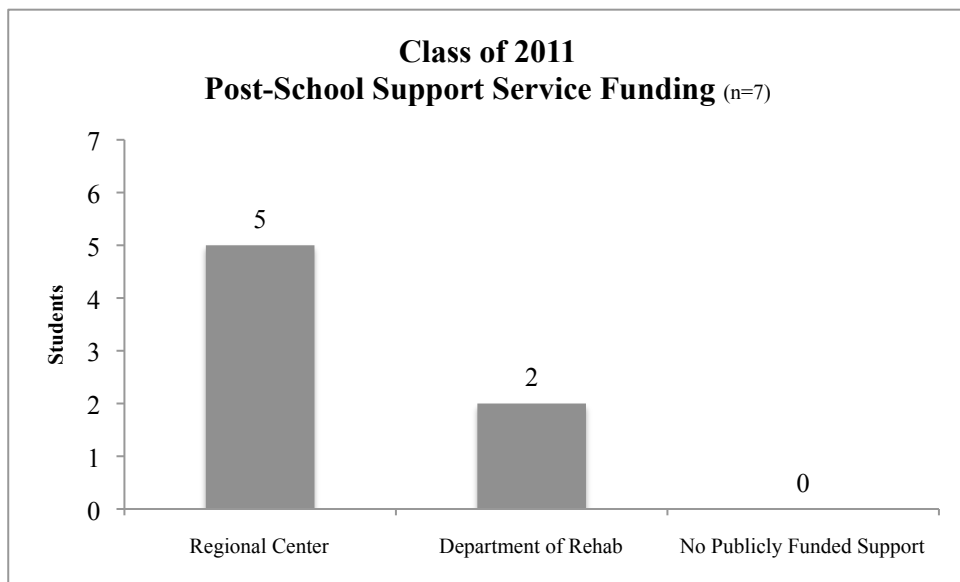
Class of 2011 – Transition Status Upon Exiting USC

Seven students graduated from the Urban Skills Center program on June 30, 2011. Their transition status upon exit were as follows:

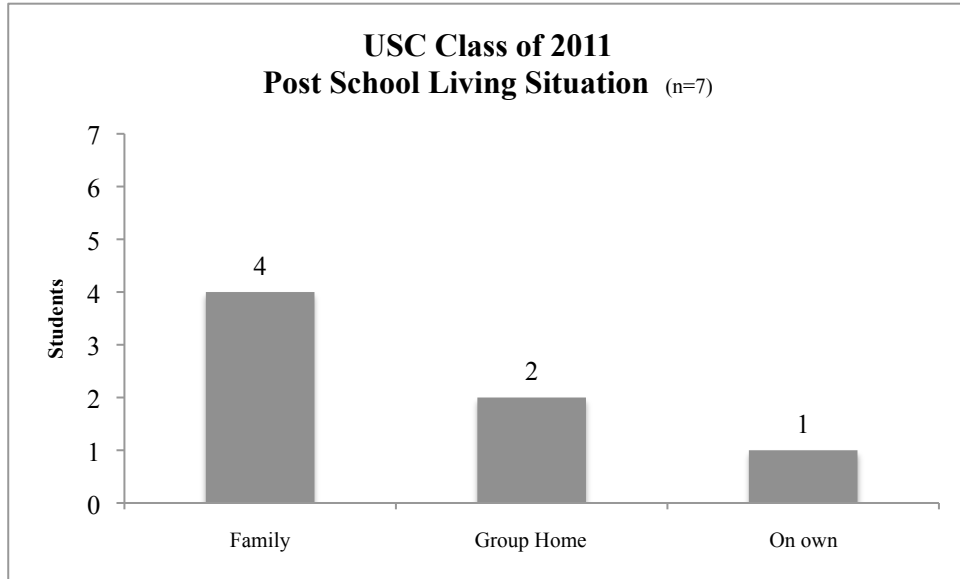




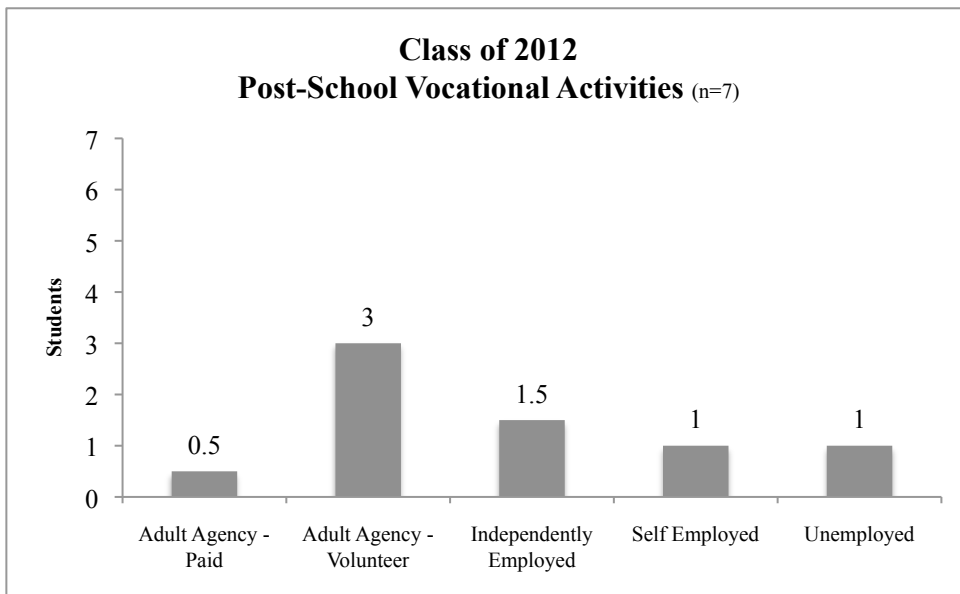
At the point of graduation, all students remained single and no students had started a family of their own.



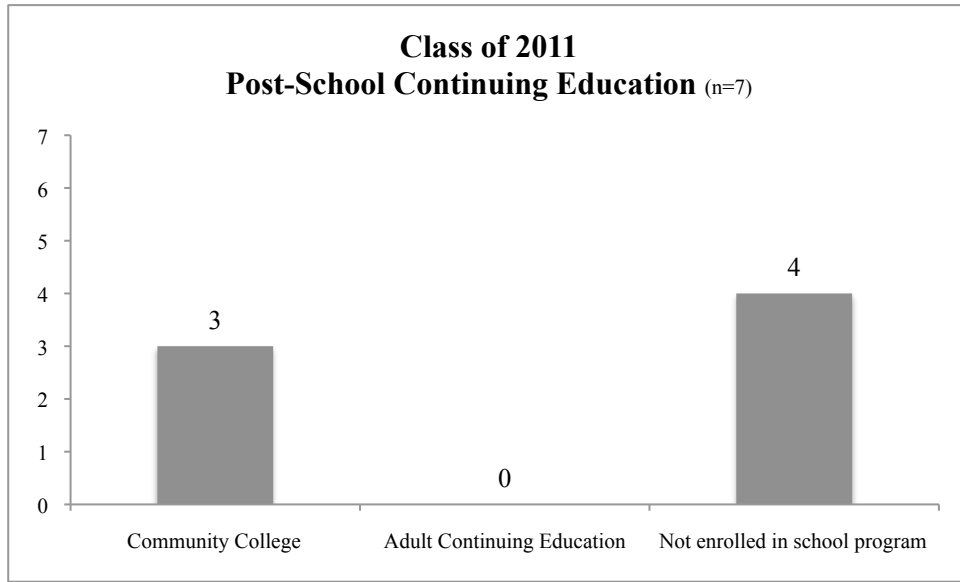
All seven exiting graduates were eligible for publicly funded support services, two through the Department of Rehab and five through Regional Center.



While most graduates continued to live with their families (i.e., parents), two students lived in Regional Center supported group homes and one student had his own apartment with the assistance of Supported Living Services.



After graduation, the class of 2011 moved on to a variety of post-school vocational activities. A total of four students were employed via Adult Agency services, with three students in volunteer positions and one student in a paid position. Two students had secured independent employment fully funded by their employer, with no additional support services necessary. One student went on to create her own micro-business and one student did not take on a position of employment. *Note: one student was both employed via an adult agency (paid) as well as independently employed in the community.*



Three graduates enrolled in classes in local community colleges. Their areas of continued study included: Veterinary Science, Fashion Design and Graphic Art.