

****Title I Vocational Student Worker (Summer 2026 Program)****

Program Focus:

This position is for students with IEPs who are building job skills as part of a vocational program. Support and accommodations will be provided based on each student's IEP.

Program Goals:

- Build job, leadership, and workplace skills for students from TTHSD 205 underinvested communities.
- Prepare students for enrollment (college/training), enlistment (military/service), and/or employment after high school.

Position Details

-Title:** Title I Vocational Student Worker

Reports To:** Title I School Principal or Building Designee

Classification:** Part-Time (15–20 hours/week) / Non-Exempt

Location:** Assigned Title I School

Compensation:** Grant-funded, paid position

*Duration:** Summer 2026, June 1 – July 13 (6 weeks)

Program Overview

Students with IEPs will gain real-world work experience in a school office setting, including:

- Community and school support activities
- Basic office and business procedures

Tasks will be broken into clear steps, with coaching and accommodations as needed.

Duties and Responsibilities

(Adjusted to each student's IEP and skill level.)

- Support the school office with daily tasks
- Help with inventory (counting, labeling, organizing supplies and materials)
- Assist in tracking supplies purchased with state/federal grants
- Help with projects (filing, organizing documents, preparing materials)
- Assist with:

- Coordinating equipment/devices (check-in/out, organizing)
- Taking simple meeting notes or helping record information
- Basic research with support
- Writing or helping write short reports or summaries
- Follow workplace expectations (attendance, punctuality, dress code, communication)
- Practice self-advocacy (asking for help, using accommodations, clarifying directions)

Job Skills Practiced

- Following directions and completing tasks
- Time management and punctuality
- Working with supervisors and co-workers
- Communication (in person, and as appropriate, by phone/email)
- Problem-solving and asking questions
- Organization and attention to detail
- Basic computer or device use, as appropriate to the student's skills

Supports and Accommodations

- Tasks broken into smaller steps
- Visual supports, checklists, or written instructions
- Extra time to learn new tasks
- Job coaching or close supervision, as needed
- Practice and repetition
- Use of assistive technology and all IEP-listed accommodations