



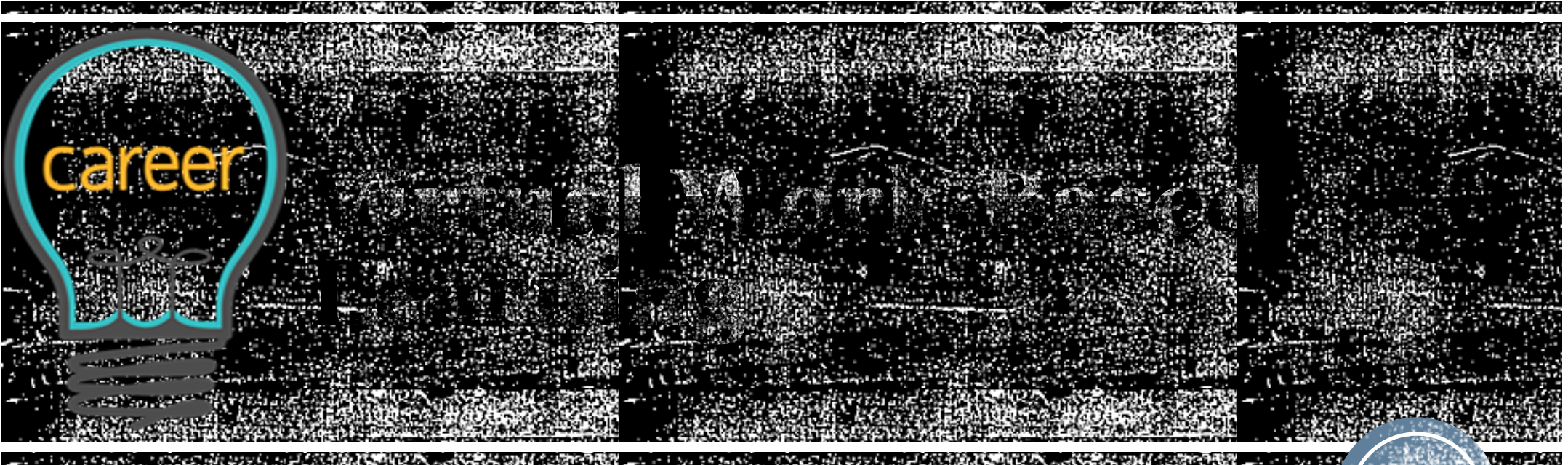
# California Career Innovations

Virtual Work Experience

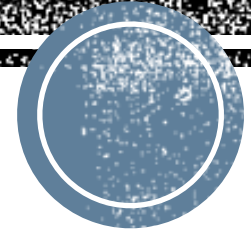


- Virtual WBL Overview
  - Rosa Gomez
- Virtual Work Experience Requirements
  - Mari Guillermo
- Government Performance and Results Act
  - Kelly Rocha
- Virtual Work Experience Examples
  - Mari Guillermo
- Accommodations
  - Linda Oneal
- Introduction to program exit
  - Minah Oh





# Overview

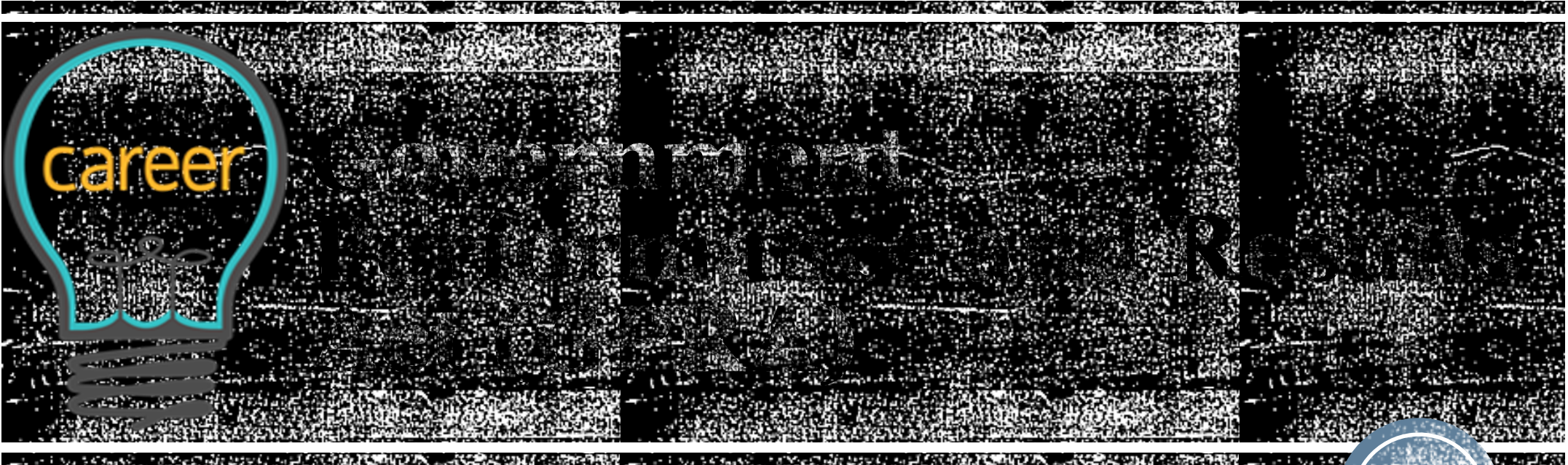




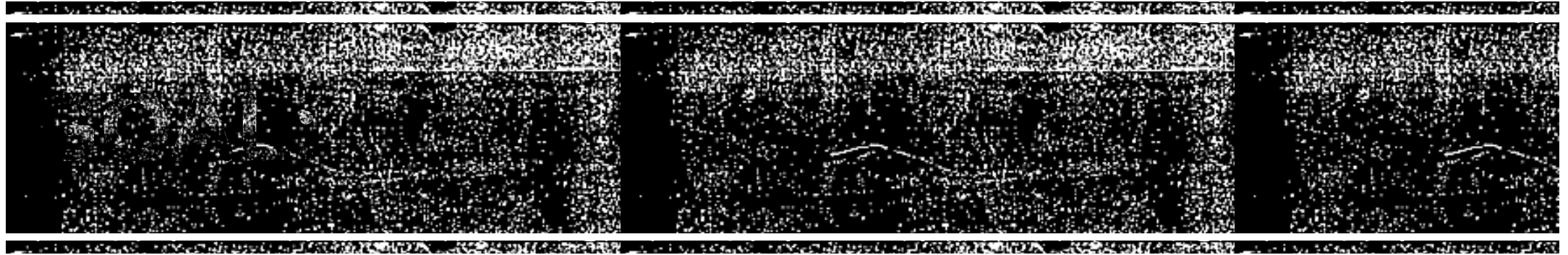


- WBL Background
- WBL Key Elements
- Virtual WBL during COVID-19





**84.421B GPRA MEASURE 1**



- Project participants will successfully complete at least two work-based learning experiences, including one paid work experience.
- How do we assess “successfully completed”?
  - Participant Assessment tool
  - Staff Assessment tool





- How much do you agree or disagree with the following statements?
- 1. This work experience met the goals that I set out to accomplish.
- 2. This work experience will help me make career decisions in the future.
- 3. I learned new skills as a result of my work experience.
- 4. Overall, I had a positive experience.







- **How much do you agree or disagree with the following statements?**
  1. This work experience met the goals that the youth and I wanted to accomplish.
  2. This work experience will help the youth to make career decisions for the future.
  3. The youth learned new skills as a result of the work experience.
  4. Overall, the youth had a positive experience.
  5. The employer met the established expectations for their participation in the work experience.

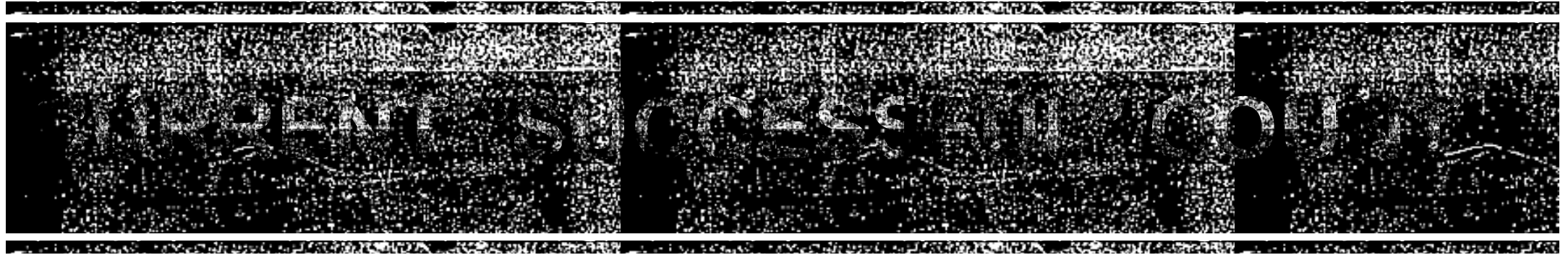






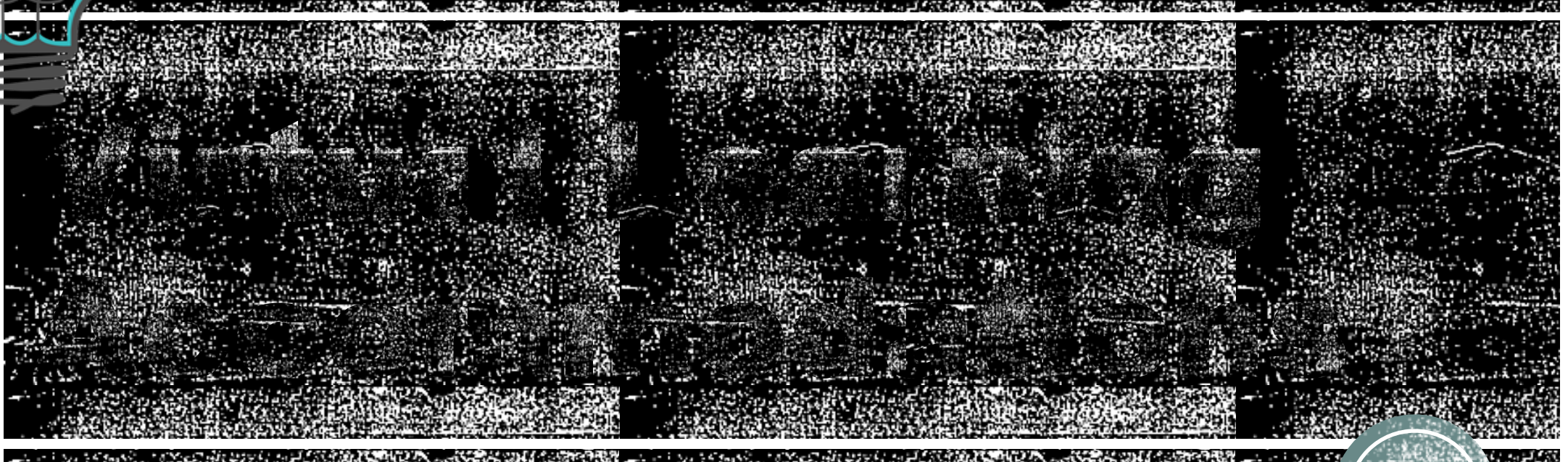
- Score each item from 1 (strongly disagree) to 4 (strongly agree)
- Participant range of scores for the four items is from 4 to 16. A score of 10 or above would count as “successful WBLE” from the participant’s perspective.
- Staff range of scores is from 5 to 20, a score of 13 or above would count as “successful WBLE” from the staff’s perspective.
- A combined score of 23 or above is what I can report as “successful WBLE.”





- As of March 31, 2020:
  - 327 of work experiences completed
  - 319 scored successful by Staff
  - 318 scored successful by Participant
  - 318 scored with a 23 or higher
    - *This is what is reported to RSA*





**Linda O'Neal, M.A.**

**SDSU Interwork Institute**

**CCi Principal Investigator**





**Resources discussed today are  
available on this CCI Google Drive.**

[https://drive.google.com/drive/folders/1J-zZL7ZbwsRqgww\\_jlfMX3pfVU1\\_tzbL?u](https://drive.google.com/drive/folders/1J-zZL7ZbwsRqgww_jlfMX3pfVU1_tzbL?u)

**Google Drive**





# **VIRTUAL LEARNING & ACCOMMODATIONS**





# EFFECTIVE FEATURES OF VIRTUAL LEARNING

## Special Education & General Education

- Ongoing-Feedback, individualized instruction & self-pacing
- Opportunity for student-controlled learning
- Multi-modal content presentation
- Access to highly differentiated learning
- Flexibility to match student needs
- Specialized instruction, as needed
- Lack of peer distractions
- On-line assignment archiving to assist with assessment & monitoring

## California Career Innovations

- Enhanced monitoring capabilities for students still enrolled in the secondary school system
- Match WBL to individualized Career Vocational Assessment
- Access to DOR Services & Supports (Pre-ETS & Vocational Rehabilitation)
- Access to increased virtual WBL Opportunities  
(Virtual Job Shadows, Cal Career Zone, Career One Stop, Road Trip Nation & Creative WBL Opportunities developed within LEAs... CTE Resources, Business Partner support... interviews, videos & virtual job shadows)
- Access to needed adaptive equipment





# **LIMITING FEATURES OF VIRTUAL LEARNING**

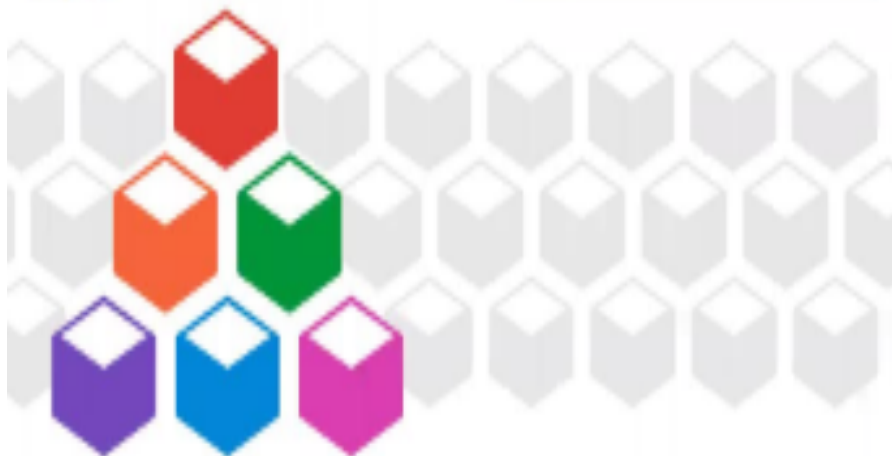
## **Special Education & General Education**

- **Equity in access to technology and internet**
- **Lack of expertise in utilizing on-line learning platforms**
- **Need for specialized accommodations & an accompanying lack of expertise by some education & service staff**
- **Limited personal interaction with peers**

## **California Career Innovations**

- **Limited access to technology & internet for school district participants, especially in low income areas**
- **Limited access to participants no longer a part of the school district and additionally lack of technology & internet**
- **Lack of expertise in utilizing on-line learning platforms**





## Tech and No-Tech Resources for Transition/Pre-ETS

COVID-19 has created an environment that requires teachers, Vocational Rehabilitation (VR) Agencies and other service providers to explore new methods to deliver transition services to students with disabilities remotely. To assist in this process we have included some general information to help build supports for teachers, VR staff, providers, and families on options to incorporate secondary transition services and Pre-ETS into scheduled activities. Considering students will have different needs and abilities to access information and activities, presenting a computer, smart phone, or no technology option is important when setting up delivery of your services. Having different content and delivery method options increases the chance that each student will have the opportunity to access curriculum, individualized to align with their unique learning and technology access. The ability to gather some basic information on technology access for each student and family, can assist the teacher and others in customizing learning packets for individual and groups of students.

### Distant Delivery Formats and Considerations

- What type of packets would work best for the family and student? Gather some basic technology access information to assist you in customizing your student packets to align with technology access of student and family
  - Student has access to internet (with appropriate bandwidth)
  - Student has access to a computer or tablet
  - Student can use a flash drive
  - Student can participate in a virtual meeting ( i.e. Zoom, Google Hangout, Microsoft teams)
  - Student has a phone or access to a phone
  - Student can download and use apps on phone
  - Student can text
  - Student can receive phone calls
  - Student can use printed materials mailed home
- Schedule regular times to connect directly with each student/family and identify a timeframe you can respond to email or voicemail questions
  - Determine what students' and families' particular needs are.
  - Connect via phone or digitally with small groups, or one-on-one, if possible.
  - Communicate consistently and constantly, preferably once a week.
  - Schedule "office hours" (via phone, etc.).
  - Provide translated versions of communications for students and families who need that support.
- What are students/families comfortable doing at home in terms of:
  - Academics





# **Employment Preparation & Work-Based Learning Experiences in a Virtual World**

**[https://ytimedia.org/view/0\\_yn8mwpvj](https://ytimedia.org/view/0_yn8mwpvj)**

Employment Preparation and Work Based Learning Experiences in a Virtual World- Provides additional information specific to Work Based Learning and collaboration between Education and VR in providing services. This webinar was provided in partnership with WINTAC.





# Components in Developing Virtual WBL Opportunities

- Identify a process for connecting with students for the provision of virtual WBL
- Develop a plan for how students will access WBL virtually, and how services will be provided for those who may not have remote access
- Identify a platform to use for the provision of remote or virtual work-based learning opportunities for students with disabilities
- Identify appropriate WBL curriculum and resources that will be shared with students
- Determine how student participation, progress, and outcomes in remote WBL activities, either in a group or individually, will be tracked, reported, and measured
- Identify ways to enhance student and family engagement in remote WBL
- Work with DOR Staff and One-Stop partners to promote employer engagement in creating remote WBL opportunities for students





## **Distance Service Delivery Strategies**

- **Schedule regular times to connect directly with each student/family and identify a timeframe you can respond to email or voicemail questions**
- **Determine student needs and family requirements.**
  - o Connect via phone or digitally with small groups, or one-on-one, if possible.
  - o Communicate consistently and constantly, preferably once a week.
  - o Schedule “office hours” (via phone, etc.).
  - o Provide translated versions of communications for students and families who need that support.
  - o Consider making short tutorials with step-by-step instructions for accessing digital resources (e.g., how to login, trouble shooting tips, download instructions, submission instructions)
  - o When sending home any written communication, check out the readability of your message to make sure you are using plain language. The website Readable is a resource

<https://app.readable.com/text/>



**Giving teachers/staff and families the tools and tips they need to help keep students learning.**

## Google for Education Help Center

- Technology Partner apps & tools
- Distance Learning Resources
- ✓ Get access to product training, webinars and our latest updates on the Google for Education COVID-19 resource page.
- ✓ Visit [g.co/teachfromhome](https://g.co/teachfromhome)



**<https://teachfromhome.google/intl/en/>**





# Guardian's Guide to Tools for Children with Disabilities During Distance Learning

[Introduction](#)

[Accessing](#)

[Chromebook](#)

[Accessibility settings](#)



[Children who are low vision](#)



[Children who are blind](#)



[Children who are Deaf or Hard of Hearing](#)



[Limited motor skills](#)



[Executive functioning challenges and difficulty focusing](#)



[Children with dyslexia](#)

## Google for Education TOOL KIT

[https://docs.google.com/document/d/1-MfcIYSfLuH5rR8BBxNKxpsPEG\\_4IX5PcqG-6FSJcg/preview#heading=h.6rwdgqmtu0cf](https://docs.google.com/document/d/1-MfcIYSfLuH5rR8BBxNKxpsPEG_4IX5PcqG-6FSJcg/preview#heading=h.6rwdgqmtu0cf)



# How Do I Make Lessons Accessible to All?

- Use Live Captions



Use captions in Meet and Slides to support students who are Deaf or hard of hearing, or to help students focus.

- Use a Screen Reader to Read Text Aloud



Use the built-in screen reader on Chromebooks and G Suite for students who are blind or low-vision.

- Learn About Accessibility Features on a Chrome Book



Teach your students how to use the accessibility features built into their Chromebooks.

- Learn About Accessibility Features in G Suite



Teach your students to use assistive technology in G Suite, like voice typing and braille support.

<https://support.google.com/a/answer/1631886?hl=en>





**Canvas is a cloud-based learning management system**

**that makes teaching and learning easier.**

**Our tools are designed to be used on web browsers, mobile devices, and tablets.**



Allows students using Canvas to submit assignments from Office 365. Assignment Submission for Canvas provides a simple way for students working in Office 365 to quickly upload their work for their assigned homework.

Technology empowers people to achieve more, strengthens their educational opportunities, and makes the workplace more inviting and inclusive. More than a billion people in the world live with disabilities. That's why we believe accessibility is essential to our industry—and the progress of all people.

Get information and tips for using accessibility tools and features in Microsoft products to meet specific needs.

Learn more about Narrator, Magnifier, Color Filters and other assistive technology tools that can assist people with vision disabilities in Windows 10. In addition, you can better understand how to provide alternative text and use keyboard shortcuts in Office 365 programs.

[https://www.microsoft.com/en-us/accessibility/resources?activetab=pivot\\_1%3aprimar3](https://www.microsoft.com/en-us/accessibility/resources?activetab=pivot_1%3aprimar3)



# ACCESSIBILITY OVERVIEW

<https://docs.microsoft.com/en-us/windows/uwp/design/accessibility/accessibility-overview> (Short Video Available)

- **Assistive technology products include a wide variety of software and hardware. These products work through the standard keyboard interface and accessibility frameworks. Examples of assistive technology products include:**
  - ✓ The On-Screen Keyboard, which enables people to use a pointer in place of a keyboard to type text.
  - ✓ Voice-recognition software, which converts spoken words into typed text.
  - ✓ Screen readers, which convert text into spoken words or other forms such as Braille.
  - ✓ The Narrator screen reader, which is specifically part of Windows. Narrator has a touch mode, which can perform screen reading tasks by processing touch gestures, for when there is no keyboard available.
  - ✓ Programs or settings that adjust the display or areas of it, for example high contrast themes, dots per inch (dpi) settings of the display, or the Magnifier tool.

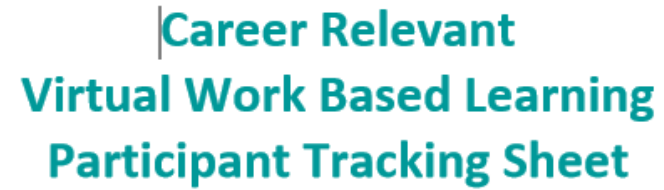


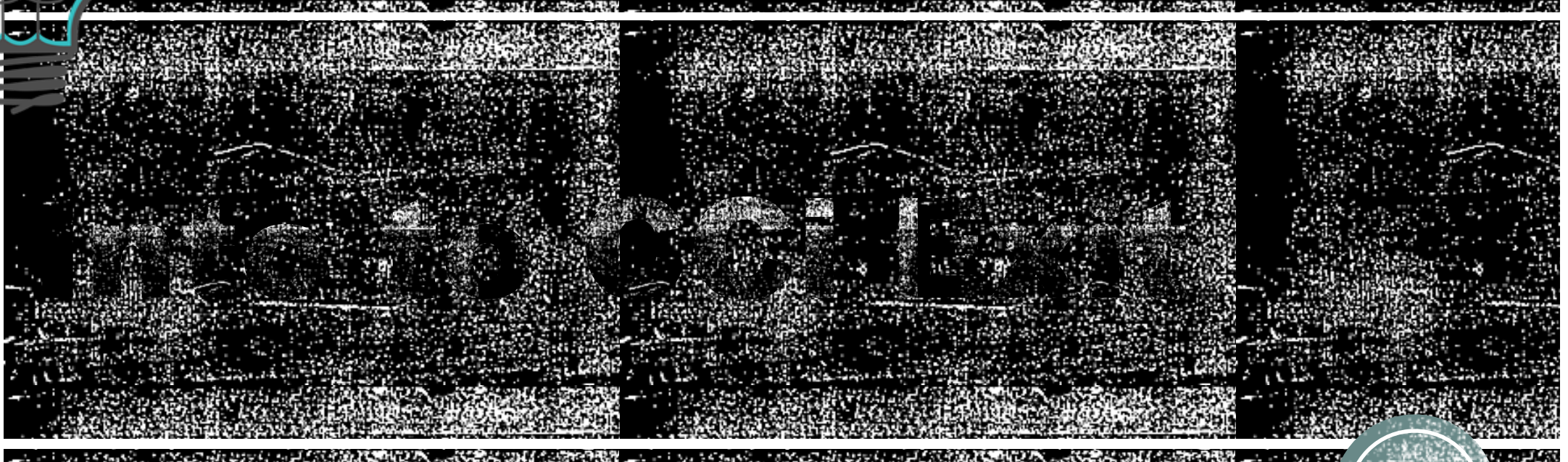


# Virtual Accommodations

- Use appropriate accessibility settings on the programs/tools (Microsoft, google, etc.) that the participant is using
- 1:1 Support while providing virtual programming (CCi Staff/Service Provider/Job Coaching)
- Video Instructions/Descriptions for check-backs/on-going support
- Accessible materials specific to the needs of the individual students
- Assistive Technology (software/hardware)
- Scheduling specific to student needs







**Minah Oh**

**SDSU Interwork Institute**