

CALIFORNIA CAREER INNOVATIONS (CCi) ~Work-Based Learning Initiative~

Services and supports are greatly needed to provide students with disabilities opportunities to obtain Competitive Integrated Employment and succeed in Post-Secondary Education.

California Career Innovations Work-Based Learning Initiative (CCi) is comprised of the Department of Rehabilitation in partnership with the state Departments of Education, Developmental Services, and Employment Development. DOR is partnering with San Diego State University Interwork Institute (SDSU-II) to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education (PSE) and obtain competitive integrated employment (CIE). Students with disabilities throughout California, between ages 16-21, with Individualized Education Plans (IEPs) or 504 plans will be identified to participate in this project.

The goal of CCi is to **increase economic self-sufficiency, through planned education, work-based learning experiences, and CIE for students with disabilities**. Our guiding principles will promote successful completion of the proposed goal.

- **Student-centered:** We believe the development of a Person Driven Plan and an Individualized Career Action Plan for 100% of students will promote student-centered learning.
- **Career Goal-oriented:** We maximize career development experiences for students with disabilities to support career outcomes.
- **Student-engaged:** We value case management, WBL preparation, career experiences and career coaching to promote improved outcomes for students.
- **Industry-informed:** We develop career pathways, and WBL opportunities for all students by establishing regionalized business partnerships.
- **Partnership-enriched:** We invest in partnerships with the SDSU-II, selected Local Education Agencies, state departments, and other community partners.
- **Evidence-based:** We create research and demonstration protocols to assess WBL progress and outcome measures for students with disabilities.

Students will participate in three core interventions: pre-employment development skills, career pathway experiences, and academic performance monitoring to support the career pathway emphasis including high school preparation, A-G requirements, and college preparation. As part of the research design, students may receive the following individualized services but not be limited to career development, self-determination skills, and workplace technology development. The purpose is to integrate standards-based academics with a career-relevant curriculum that are aligned to high-growth, high-demand, or emerging economic domains. Thus, students with disabilities are better equipped to meet the needs of current labor market.

Students may benefit from the application of classroom learning in a real-world setting, development and practice of positive work-related habits and attitudes including the ability to think critically, solve problems, teamwork, and the assessment and understanding of the expectations of the workplace etc. The mentioned guiding principles ultimately provides direction to the proposed goal of increasing self-sufficiency by achieving a viable source of income and/or pursuing higher education for students with disabilities.

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