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Interwork Institute, San Diego State University, 6367 Alvarado Court Suite 350, San Diego CA 92120

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## “If I could make changes...this is what I would do!”

Linda O’Neal, M.A.  
SDSU, DOR and CaPROMISE Leadership Team  
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### OVERVIEW

CaPROMISE is one of six projects funded nationally under Promoting the Readiness of Minors in Supplemental Security Income (PROMISE), by the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, US Department of Education. The goal of CaPROMISE is to increase the self-sufficiency of transition-age youth receiving Supplemental Security Income (SSI) and their families. For the past six years commencing on October 1, 2013, CaPROMISE staff have used a variety of educational, personal, community and work strategies to fulfill this goal and ultimately reverse the cycle of poverty and the adverse impact of disabling conditions for participating youth and their families. The following is a summary of observations, changes made, learning and recommendations for the future.

*Hold the highest expectations for **all** students, including those with **all** disabilities, starting at birth by **all** stakeholders!*

#### • Stakeholders

- Individuals with Disabilities (IWD)
- Family Members
- Educators: Pre-School, Elementary, Middle and High School
- Post-Secondary Educators (PSE)
- Service Providers
- Business Partners

#### • Focus Areas

1. Transition Programming for IWD (pp.
2. Family Supports (pp.
3. Employment Preparation/Workforce Development (pp.
4. Competitive integrated Employment for All (pp.
5. Benefits Planning & Mangement (pp.
6. Career Pathway Programming (pp.
7. Post-Secondary Education & Training Opportunities (pp.
8. Community Collaboration& Partnerships (pp.

## TRANSITION PROGRAMMING FOR YOUTH & YOUNG ADULTS WITH DISABILITIES

- Observations/Experiences (-)

*Barriers, resistance & failures*

- 1A. Individuals with Disabilities (IWD) have limitations placed on them by all stakeholders. Families, educators and service providers throughout California continuously limited IWD opportunities for education, work training, employment and independent living (IL).
- 1B. IWD have great difficulty representing themselves in various settings. The lack of self-advocacy skills was apparent in various settings essential to ensure access to needed and wanted services & supports.
- 1C. Person Driven Planning (PDP) is utilized on a limited basis by most organizations. There was limited sharing of the PDP information across agencies.
- 1D. In general, IWD have a lack of awareness of their disabilities, needed accommodations and disclosure specifics.
- 1E. There is a lack of Local Education Agency (LEA) leadership & oversight of transition programming in general; this includes, Board of Education (BOE), Superintendents, and especially Special Education/General Education Administrators.
- 1F. The development of useful/useable Summary of Performances (SOP) are routinely not being developed by LEAs. SOPs are required by law, but most are limited in scope and not useable in terms of access to services and supports in post school settings.
- 1G. Very few students with Disabilities (SWD) are utilizing Assistive Technology (AT) in education, employment and independent living settings to support success. Limited technology assessments are being provided due to cost of assessment and needed AT.

- CaPROMISE Observations/ Experiences (+)

*Interventions, efforts & supports that work*

- 1A-1. IWD held to high expectations, met and often exceeded these expectations specific to education, employment & independent living.
- 1B-1. IWD who have been prepared through on- going practice and coaching to utilize self-advocacy & self-determination skills, have improved life outcomes in education, employment and independent living.
- 1C-1. The use of person centered/driven planning was critical to ensure that IWD, their families and other stakeholders were on the same page regarding short & long-term transition planning efforts.
- 1D-1. In some situations, students with a good understanding of their disabilities and an awareness of needed accommodations were better able to advocate for their needs at work and in education settings.
- 1E-1. There were a small number of districts that demonstrated consistent employment/career preparation buy-in starting from the BOE to the Superintendents, District Administrators and Program Administrators. This has proven very effective in terms of lasting and effective programming to support students with special needs.
- 1F-1. Many CaPROMISE LEAs assisted with the development of resourceful CaP Transition Portfolios for their students and families. Most effective use of the portfolios was seen with on-going coaching in the use of resources and services.

1G-1. When utilized, AT was helpful to IWD in both education and workplace settings. Various funding sources were utilized to purchase devices when needed and as appropriate to setting.

- Learning/Enlightenment

1A-2. All IWD, even those with the most significant disabilities, need to be provided the opportunities to prepare for life options that will promote quality and fulfilling lives.

1B-2. Self-Determination/Self-Advocacy Skills training is essential for IWD and all stakeholders. On-going practice in education, employment & independent living settings is essential.

1C-2. The PDP Process is essential to effective Transition Planning. This information should be made available to all of an IWD service providers, given permission.

1D-2. Disability disclosure and the process for academic & employment accommodation requests, when needed, is essential.

1E-2. LEAs need Board of Education, General Education & Special Education Administration buy-in and support for effective transition, employment preparation & Competitive Integrated Employment (CIE) planning and implementation.

1F-2. SOP/Transition Portfolios should be developed to promote access to services and supports after exit from K-12 & Adult Transition Programs. Ongoing coaching in the use of the services and supports is critical for both IWD & family members.

1G-2. AT screening/assessments should be routine for all students with disabilities. When needed, AT devices should be made available using appropriate funding sources.

- Recommendations for Short & Long-Term Improvements:

- Develop mechanisms to share transition planning information with all disability related stakeholders, including:
  - Websites
  - Training Calendars
  - Conference Calls
  - Advisory Councils/Committees
  - “How to” You tube Videos
  - Google Drive
  - E-Mail
  - Topic Webinars
  - Training Materials (documents, charts, tools, brochures, etc.)
  - Service/Support trouble shooting/problem solving mechanism
- Provide training and support in the development of Self-Determination Skills to IWD, including:
  - Choice Making
  - Goal Setting & Attainment
  - Self-Awareness/Self-Knowledge
  - Decision Making
  - Problem Solving
  - Conflict Resolution
  - Self-Management/Self-Regulation
  - Self-Advocacy, Self-Efficacy & Leadership

- Utilize Person Driven Planning to identify employment related goals and the services and resources needed to ensure success for each individual.
- Provide assessment and identify assistive technology that may benefit each IWD in the education, employment & independent living areas

## **FAMILY SUPPORTS**

These observations are generalizations but seem to be accurate for well over 75% of families.)

### • Observations/Experiences (-)

#### *Barriers, resistance & failures*

- 2A. Many families are resigned to continuing benefit receipt for their children. Initially, there was no concept or understanding of the opportunity to work and/or utilize SSA Work Incentives.
- 2B. Most of the time families feel like they are not part of the ITP/IEP Process. Many did not know where to find the ITP.
- 2C. Families are not aware of the abundance of community resources & services available to assist with education, employment & independent living.
- 2D. Families need assistance in accessing needed services. They are intimidated by service providers & educators due to lack of understanding of language, terms & acronyms used routinely in the service world.

### • CaPROMISE Observations/ Experiences (+)

#### *Interventions, efforts & supports that work*

- 2A-1. Families were eager to learn about the system and how it works, even at the risk of loss or reduction in benefits. They genuinely want a better life for their children. The Family Resource Centers provided valuable services for families in the CaPROMISE Program.
- 2B-1. Families were very interested in learning about ways to help their children become independent. This included learning about employment.
- 2C-1. Families were very appreciative to learn about:
  - Difference between RC & DOR
  - PSE (Credit vs Non-Credit Options)
  - Benefits planning options & supports
  - Community resources, supports & relevant programs
- 2D-1. Families responded very positively to small group, large workshop and in 1:1 coaching settings, to learn about CIE and work training options. This includes situations where the family needed ESL language support. Having access to supports in other languages was of utmost importance.

### • Learning/Enlightenment

- 2A-2. Transition topic training & education is essential for all families of students with disabilities. The Family Resource Centers (FRCs) are a valuable resource for Families of individuals with significant disabilities.
- 2B-2. Families would benefit from access to trouble shooter support similar to the 211 Information Line available in most counties.

- 2C-2. Trust & service coordination is key to promoting access to needed services, supports and programming. This is especially important when multiple service agencies are providing programs & services to IWD and families.
- 2D-2. Family support is critical to the long-term success of their youth and young adult children. A variety of transition related training opportunities (workshops, webinars, social media and other direct supports) should be provided in needed languages and variety of settings to promote awareness of available programs and services.
- **Recommendations for Short & Long-Term Improvements:**
  - Provide transition programming information regarding education, employment & independent living development
  - Host family workshops to access information, as well as, provide opportunities to discuss and practice skills needed to support transition outcome success
  - Highlight education, employment & ILS success stories
  - Ensure that family members and at 18+ with IWD permission, have an opportunity to participate in the PDP Process
  - Service coordination should be provided to all IWD and families, as needed
  - Ensure that Conservators of IWD are included in the PDP Process
  - Provide information regarding transition related services and resources available in the community in a variety of formats:
    - Resource Handbooks
    - Newsletters
    - Websites
    - E-Mails & Text Messages
    - Phone Calls
    - Topic Webinars
    - Social Media
    - Workshops (large & small group)
    - 1:1 Coaching by school districts & Service Providers
    - Utilize Family Resource Centers for Parent to Parent Support
    - Troubleshoot Transition Related Access and Service Provision Questions

## **EMPLOYMENT PREPARATION/WORKFORCE DEVELOPMENT**

- **Observations/Experiences (-)**  
*Barriers, resistance & failures)*
  - 3A. Most LEAs are inexperienced with providing community based WBL & CIE, especially for students with significant challenges.
  - 3B. Most LEAs are not partnering with their local One Stop/American Job Center of California (AJCC) to provide WBL & employment opportunities.
  - 3C. Most LEAs are unfamiliar with Paid & Unpaid WBL/CIE options for students with significant disabilities.
  - 3D. Most business partners need support in identifying & implementing inclusive practices for IWD.

- 3E. Job coaching & monitoring services provided through LEAs, PSEs & adult service providers are limited and often ineffective due to lack of training.
- 3F. Limited focus on promotion/job advancement in transition planning is routinely seen and leads to under-employment of IWD.
- **CaPROMISE Observations/ Experiences (+)**  
*Interventions, efforts & supports that work*
  - 3A-1. Developing an individual transportation plan was used and is essential to job training & employment success.
  - 3B-1. LEAs/DOR provided excellent pre-employment skills training for most SWD (Mild & Moderate Disabilities) through WAI, TPP & Pre-ETS/Student Services. AJCC partnerships are established in a few communities.
  - 3C-1. LEAs provided paid WE to IWD, using a variety of funding sources.
  - 3D-1. Business partners were open to disability related training & support. Some LEAs are providing excellent supports to community business partners.
  - 3E-1. There were a few excellent partnerships (LEA, DOR & adult service providers) who provided effective job coaching support services
  - 3F-1. Where LEAS supported Career Pathway programming efforts, IWD were better prepared to exit the school system with specific PSE & Training Plans.
- **Learning/Enlightenment**
  - 3A-2. LEAs should be required to provide, paid & non-paid, community-based work experience.
  - 3B-2. Severity of disability should not be used as an excuse to eliminate access to Work Based Learning WBL opportunities including CIE. Promote a No-Exclusion Policy!
  - 3C-2. Utilizing multiple funding sources to provide employment/work training opportunities is essential.
  - 3D-2. Provide opportunities for business partners to learn about inclusionary practices for the workplace, including appropriate accommodations, ADA, natural supports and job coaching.
  - 3E-2. Well trained job coaches/skills trainers are essential to ensuring access to WBL opportunities. Service providers/ educators should work together to provide job coaching support for students with the most significant needs/ challenges.
  - 3F-2. Career Pathway planning is essential when considering how WBL opportunities promote short-and-long-term career planning.
- **Recommendations for Short & Long-Term Improvements:**
  - Partner with other workforce development providers to coordinate use of business partner resources & work
  - sites across the district, city, community and/or county.
  - Coordinate employment services with DOR, LEAs, Regional Centers and other agencies to promote quality &
  - cost- effective programming.

- Utilize a Universal Referral Process (URP) to promote communication across agencies for planning work training & employment opportunities including those with significant disabilities. This allows for multiagency involvement in programming to ensure equal access, quality/effective training, job placement and ongoing monitoring to promote the success of each individual.
- Prepare workplace staff to offer inclusionary practices as individuals with disabilities participate in work training & employment
  - Disability Awareness Training
  - Ongoing/easy access to support staff to ensure success
  - Promote the use of ongoing workplace evaluation tools
  - Support the use of appropriate & needed accommodations, including job coaches
- Identify transportation options needed to get to workplace training & employment opportunities for each individual.
- Identify workplace accommodations needed to ensure job training and employment success
- Provide business partner technical assistance support in ensuring inclusive practices at the work site for individuals with a wide range of disabilities
- Provide opportunities for workforce development partners to work together with local businesses to receive guidance on employment/training opportunities and Labor Market Information (LMI) in the community through Business Advisory Committees, business panels, workshops and other advisory capacities.
- Ensure that funding sources for paid work experiences are up to date and include:
  - CDE/WorkAbility I (WAI)
  - DOR/Transition Partnership Program (TPP)
  - Regional Center (RC)/Paid Internship Program (PIP)
  - Workforce Development Board/On the Job Training (OJT)
  - DOR/Summer Training & Employment Program (STEP)
  - Community College/Workability III (WAIII)
  - DOR & RC/College-to-Career(C2C)
  - AJCC Youth & Adult Employment Prep Programs
  - DOR/On the Job Training (OJT)
  - DOR/Student Services Work Experience/ Foundation for California Community Colleges (FCCC)
- Share CaP Best Practice Strategies specific to VR Pre-Employment Transition Services/Student Services with the California Department of Rehabilitation and with national Vocational Rehabilitation Agencies through WINTAC (Work Incentive Technical Assistance Center).

## **COMPETITIVE INTEGRATED EMPLOYMENT (CIE) FOR ALL**

### **• Observations/Experiences (-)** *Barriers, resistance & failures)*

- 4A. Many LEAs are inexperienced and hesitant in providing community-based (CB) work experience for students with significant disabilities.
- 4B. LEA Administrators provide barriers for students with significant disabilities to participate in CB work experiences.

- 4C. Some WAI Directors insist that US Department of Labor (USDOL) Laws prohibit SWD from participating in for-profit business work experience which limited WBL options.
- 4D. Limited business sites are identified for use by students with significant disabilities to participate in WBL.
- 4E. Limited LEA partnerships are seen with Regional Centers to support CIE for the most significantly disabled.
- 4F. Limited DOR experience with CIE, WIOA requirements is evident for individuals with significant disabilities.
- 4G. Limited paid & unpaid work experience opportunities are provided for students with significant disabilities.
- 4H. Travel training for students with significant disabilities is not routinely provided, due to safety fear and a lack of off campus WBL Opportunities.
- 4I. Job Coaching support is needed but often not available due to lack of qualified staff and funding sources.
- 4J. Job coaches are reported to be unskilled in providing the workplace supports needed to promote job site success for IWD.
- 4K. Workplace safety concerns are often cited as a reason to exclude IWD with significant disabilities.
- 4L. On-going monitoring of students utilizing strategic WBL tools is not provided in many situations resulting in loss of jobs.
- 4M. There is limited and/or ineffective use of natural supports in the workplace for IWD with significant disabilities.
- 4N. There are limited WBL sites for individuals with significant disabilities.
- **CaPROMISE Observations/ Experiences (+)**  
*interventions, efforts & supports that work*
  - 4A-1. Several LEAs showed exceptional efforts in providing community- based Work-Based Learning (WBL) opportunities for students with significant disabilities (SD.)
  - 4B-1. Individualized planning using a Person Driven Planning (PDP) model was very successful in providing CB work experience for students with significant disabilities.
  - 4C-1. Multi-agency community efforts were very successful in paying for and implementing successful WE and CIE opportunities for students with (SD).
  - 4D-1 There were a large variety of business partners in most communities in California to provide WBL & employment opportunities for students with mild & moderate disabilities.
  - 4E-1. Assistance was needed in identifying strategies to promote CIE. LEA staff were very open to implementing them.
  - 4F-1. DOR & LEA teams in many areas of California were being successful in working together to prepare, place and monitor IWDs in the workplace.
  - 4G-1. A few districts utilized “Paid Internship Program (PIP)” work experience dollars through DDS/Regional Center to support CIE efforts for individuals with significant disabilities.
  - 4H-1. Some LEAs were very effective at providing travel training to ensure community safety.



- 4I-1. Many CaPROMISE sites made excellent use of multi-funded job coaching to support WBL & CIE opportunities.
  - 4J-1. Many CaPROMISE sites were skilled at preparing, placing and monitoring job coaches.
  - 4K-1. Excellent workplace safety curricular units were used to prepare IWD to participate in WBL experiences.
  - 4L-1. LEAs utilized effective WBL monitoring and evaluation tools out in community-based settings to promote work training and CIE.
  - 4M-1. Some LEAs were experienced in providing technical assistance to business partners in utilizing natural supports.
  - 4N-1. Religious organizations connected to students & their families provided excellent first time WBL opportunities.
- **Learning/Enlightenment**
    - 4A-2. LEA Administrators & School Board Members need to be provided state-of-the-art/transition/CIE programming information.
    - 4B-2. School district special ed & general ed staff need professional development opportunities to learn about evidenced based best practices in CIE.
    - 4C-2. Direct Service Staff need technical assistance coaching support to assist with implementing CIE programming.
    - 4D-2. Specialized job development strategizes should be utilized to match student requests/requirements to business needs.
    - 4E-2. Person Driven Planning (PDP) practices are needed across agencies to promote quality service provision.
    - 4F-2. DOR Student Services provision is enhancing access to quality Work Experiences for youth with all disabilities.
    - 4G-2. Regional Center partnerships with LEAS are essential to providing paid & nonpaid WBL opportunities. The PIP is an outstanding strategy to utilize in providing an opportunity for paid work experience.
    - 4H-2. Travel training is an essential tool supporting safety in the community.
    - 4I-2. The California Legislature needs to address the job coaching shortage, including addressing the low hourly pay rate.
    - 4J-2. Job Coaches (LEAs, PSEs & Adult Service Providers Agencies) need on-going training on best practices to support IWD in workplace settings.
    - 4K-2. Workplace Safety including emergency preparedness training needs to be provided to all IWDs and other stakeholders.
    - 4L-2. On-going monitoring of workplace skill development is essential to long term job success.
    - 4M-2. Business partners need WBL supports and training from experienced service providers & educators, addressing workplace safety and natural supports.
    - 4N-2. Educators & service providers need to work together to identify & share work experience & CIE business sites within communities, counties and catchment areas.

- **Recommendations for Short & Long-Term Improvements:**

- Adopt a 100% community-based work experience rate expectation
- Utilize CIE specialized tools to support individual student planning and efforts
- A universal referral process should be utilized to bring together multiple service agencies to support successful CIE opportunities
- Multi-agency planning, service provision and monitoring is especially important to ensure access to job training, CIE and long-term job retention for individuals with all disabilities
- Ongoing evaluation of needed workplace skills is essential to ensure provision of needed supports and services, including job coaching
- Cross Agency professional development is needed to promote CIE for all individuals with disabilities including those with significant disabilities
- Trained Job Coaches are needed to ensure all IWD, especially those with significant disabilities have access to
  - work training & CIE.
- On-going Travel Training assessments and services are needed to promote community safety.
- Work-site safety training is essential to positive and successful WBL & CIE experiences.
- Identify training options/experts to utilize for professional development of all stakeholders
- Resources are needed to develop YouTube “CIE How To” videos.
- A technical assistance hotline would benefit business partners by providing easy to access answers to disability related questions and concerns.
- Develop and share “Success Stories” of individuals with a wide range of disabilities...especially those individuals with multiple barriers to success
- Effective & Successful CIE Programs should serve as models for other community programs including LEAS, DOR & Regional Centers across California, as follows:
  - Share Programming Materials
  - Share Best Practices
  - Share Success Stories
  - Provide Tours/Visits
  - Provide Webinars
  - Troubleshoot CIE Issues

## **BENEFITS PLANNING & MANAGEMENT**

- **Observations/Experiences (-)**  
*Barriers, resistance & failures*

- 5A. Lack of benefits planning & management by all stakeholders

- 5B. A majority of SSA Office Staff demonstrate no working knowledge of SSI Work Incentives. This proved to be a very limiting factor in working with SSA at the local level for families, IWD and CaPROMISE Staff.
- 5C. Most IWD & families are uninformed regarding SSA Work Incentives and often decide,
- 5D. Once informed, families continue to need ongoing assistance with reporting wages, requesting work incentives and keeping organized with regards to all benefits related functions.
- 5E. There is limited knowledge regarding the purpose and function of the ABLE Act.
- **CaPROMISE Observations/ Experiences (+)**  
*Interventions, efforts & supports that work*
  - 5A-1. Certified Benefits Planners were very helpful to families & IWD.
  - 5B-1. SSA Offices with staff who had worked with the Bridges-to-Youth Self-Sufficiency Program were outstanding in their ability to assist families, IWD and CaPROMISE Staff with benefits assistance.
  - 5C-1. Families and IWD responded very positively to the CaPROMISE Certified Benefits Planners.
  - 5D-1. It was helpful to have on-going benefits support, as needed. Having CaPROMISE benefits planners who were familiar and trusted by IWD & families was very beneficial.
  - 5E-1. Families were responsive to learning about the ABLE Act and how they can save money without losing their public benefits.
- **Learning/Enlightenment**
  - 5A-2. Access to Certified Benefits Planners is critical to successful & long-term CIE.
  - 5B-2. The SSA Office at the local level is a key factor in promoting employment for people with disabilities and in a resulting decrease in the use of public benefits. This is a missed opportunity for the USA!
  - 5C-2. The opportunity to work with a certified benefits planner on an as needed basis is essential to short- and long-term employment.
  - 5D-2. The use of Certified Benefits Planners including WIPAs, DOR WIPS and Regional Center Benefits Planners are critical to long-term employment of IWDs.
  - 5E-2. The ABLE Act savings opportunity is critical to supporting individuals with disabilities who want to be employed and work towards self-sufficiency.
- **Recommendations for Short & Long-Term Improvements:**
  - Benefits Planning & Management services are critical to short & long-term success in employment.
  - A focus on understanding & use of SSA Work Incentives is needed for IWD and their families, including
    - Student Earned Income Exclusion (SEIE)
    - Impairment Related Work Expenses (IRWE)
    - Individual Development Accounts (IDA)
    - Earned Income Exclusion
    - Blind Work Expenses (BWE)

- Plan to Achieve Self Support (PASS)
- Easy Back on/Reinstating Eligibility Provision
- Section 1619a (SSI Cash Payment eligibility for those who work) Section 1619b (Medicaid/Medi-Cal Eligibility)
- Section 1619b (Medicaid/Medi-Cal Eligibility)
- Other SSA Work Incentives
- Connect IWD & Families to certified benefits planners in your community, including:
  - Regional Center Benefits Planners
  - DOR Work Incentive Planners (WPS)
  - Service Agencies Work Incentive Planning & Assistance (WIPAs)
  - LEA Certified Benefits Planners
- Benefits Planning & Management professional development is needed for all service providers and educators to better guide IWDs & families. This includes the use of SSA Work Incentives.
- The Social Security Administration (SSA) Offices needs to ensure that all SSA staff who interface with the public have a working knowledge of SSI and SSA Work Incentives.
- Benefits planning and management should be provided in conjunction with financial planning to all IWD & family members who receive or are eligible to receive public benefits.
- The use of the ABLE tax advantaged savings accounts is key to short-and-long term employment success and quality of life for eligible recipients.

## **CAREER PATHWAY PROGRAMMING**

### **• Observations/Experiences (-)**

#### *Barriers, resistance & failures*

- 6A. Lack of information on Career Pathway options at the secondary and post-secondary levels is a missed opportunity for matching IWD to job training and CIE opportunities.
- 6B. Often there are not career pathway options available for students at their schools or districts and when available there was no transportation available.
- 6C. On-going case management/coaching support is needed to ensure career pathway connections are made and sustained. Because it was not an identified focus of the CaPROMISE Grant and special ed. programs there was only limited efforts in this regard.

### **• CaPROMISE Observations/ Experiences (+)**

#### *Interventions, efforts & supports that work*

- 6A-1. IWD who had the opportunity to learn about career pathway options were better prepared to make decisions about employment and continuing education.
- 6B-1. IWD responded positively to employment and training opportunities when career pathways were matched to interests and abilities.
- 6C-1. In situations where career pathway programming was utilized, it proved beneficial for matching work training and PSE options for IWD.

- **Learning/Enlightenment**

- 6A-2. Chronic unemployment & underemployment can be addressed with a focus on career pathway planning for all IWD.
- 6B-2. Access to a wide range of career pathway options is essential to providing viable options for IWD to connect to career development possibilities.
- 6C-2. Career Pathway programming, including ongoing individual monitoring and coaching is needed to promote access to careers of choice for IWD, including opportunities for promotions and advancement.

- **Recommendations for Short & Long-Term Improvements:**

- Provide information to all stakeholders about Career Pathway Programming options at the secondary & post-secondary levels and their relationship to career related employment.
- Multi-Agency planning specific to Career Pathways classes, programs and Work-Based Learning (WBL) Opportunities available in the secondary and post-secondary education settings is essential.
- Career Pathway/job specific skills certificate information should be made available to IWD & families to address the underemployment of a great number of people with disabilities including those with IDD and ASD.
- Career Pathways connected to local Labor Market Information (LMI) are essential ensure access to viable careers, including promotional opportunities.

## **POST-SECONDARY EDUCATION & TRAINING OPPORTUNITIES**

- **Observations/Experiences (-)**

*Barriers, resistance & failures*

- 7A. Stakeholders including IWD & families, have limited knowledge of PSE options.
- 7B. Transportation to the PSE sites is an issue throughout California, especially in rural communities.
- 7C. Limited knowledge of how & why academic accommodations are important is common. There seems to be a fear or unwillingness to share vital disability related information with IWD, needed to access services and supports in school, employment and PSE settings.
- 7D. Limited, if any knowledge, on the work preparation programs available at community college/ California Adult Education Programs is seen; this includes classes, certificates, programs and degrees.
- 7E. Students are not prepared for the academic requirements of PSE Programs.
- 7F. When there is no system set up to monitor the individual PSE experience, it is often unsuccessful.

- **CaPROMISE Observations/ Experiences (+)**

*Interventions, efforts & supports that work*

- 7A-1. Many CaPROMISE Participants & families benefited from learning about PSE & Training opportunities for credit and non-credit classes.

- 7B-1. Highly effective programs developed transportation plans to make sure students could get to PSE & Training Programs. This included public transit, paratransit, and private transportation options.
- 7C-1. IWD provided with self-advocacy information including disability awareness and accommodation specifics were better prepared to participate successfully in school, employment and PSE settings.
- 7D-1. CaPROMISE Staff were highly effective with coaching students on the availability of PSE & Training options.
- 7E-1. An assumption was made that most CaPROMISE Students would attend some type of PSE/Training Program. Students were prepared for PSE.
- 7F-1. PSE monitoring proved effective with CaPROMISE participants. Efforts were made to ensure students were aware of and could access needed services and supports.

- **Learning/Enlightenment**

- 7A-2. Stakeholders need to be prepared to share local PSE Options with IWD and families.
- 7B-2. Work through ITP to identify transportation plan to access PSE options prior to school exit. Many opportunities for travel training & practice using a variety of transportation modes is critical.
- 7C-2. IWD need to be able to identify their disability and request needed accommodations for use in education (K-12, Adult Transition & PSE), employment and community settings.
- 7D-2. Workforce Development Programs are available for all IWD. Matching interests and abilities are essential so that the identified PSE program is appropriate to the individual.
- 7E-2. All IWD need the opportunity to prepare for PSE and Training. K-12 & Adult Transition Programs need to better prepare students for success in credit & non-credit PSE settings.
- 7F-2. PSE monitoring and follow-up is critical to successful participation and completion rates of IWD.

- **Recommendations for Short & Long-Term Improvements:**

- All Stakeholders need to be educated on Post-Secondary Education & Training options in their communities
  - Provide Credit & Non-Credit Options
  - Provide Career Pathway Information
  - Provide Information on classes, programs & workshops
  - Disability Support Services
- IWD need assistance with the PSE enrollment and registration procedures
- IWD & family member need to be familiarized with PSE services and supports including disability related services.
- IWD need to be prepared prior to exiting secondary school to identify & request needed academic accommodations in PSE Setting.

## **COMMUNITY COLLABORATION & PARTNERSHIPS (ORGANIZATIONS & SYSTEMS)**

- **Observations/Experiences (-)**  
*Barriers, resistance & failures*

- 8A. Lack of community partnerships to promote effective transition planning & employment for individuals with disabilities is evident.
- 8B. Programming is restricted because there is limited collaboration among service agencies in the community.
- 8C. Stakeholders in the disability community are in definite need of information regarding services and resources available to support IWD and their families in employment, education & independent living.
- **CaPROMISE Observations/ Experiences (+)**  
*Interventions, efforts & supports that work*
  - 8A-1. CaPROMISE communities demonstrated quality and effective practices to promote WBL & CIE by planning & working together. This includes: LEAs, DOR, Regional Centers and many other community partners.
  - 8B-1. The California CIE Blue Print Local Partnership Agreements (LPAs) promoted through CaPROMISE have demonstrated effective collaboration and a positive sustainability factor.
  - 8C-1. CaPROMISE community wide collaborations worked very effectively to promote the delivery of quality disability related services.
- **Learning/Enlightenment**
  - 8A-2. Community collaboration is key to promoting WBL & CIE programming & outcomes for IWD. This includes cross agency communication and coordination of services across service providers.
  - 8B-2. The LPAs and its' collaboration processes are an absolute must for every community wanting to support increased quality WBL & CIE for IWD.
  - 8C-2. Positive CIE outcomes are demonstrated when community wide partnerships focus on workforce development services and supports for IWD, with no exceptions.
- **Recommendations for Short & Long-Term Improvements:**
  - Promote the use of Local Partnership Agreements (LPAs) to ensure collaborative service provision for IWDs and Families that promotes quality and effective transition related programming. Membership should include:
    - DOR
    - Family Members
    - IWDs
    - Regional Center
    - LEAs
    - Charter, Private & Non-Public Schools
    - PSEs, i.e., Community Colleges, Universities, & California Adult Education
    - Adult Service Providers
    - Service Agencies
    - Advocacy Organizations, i.e., DRC & SCDD
    - One Stops /AJCC
    - Business Partners

- Identify local/community resources and services needed to promote workforce development for individuals with a wide range of disabilities including, individuals with IDD and ASD. Provide Technical Assistance & Mentoring as requested by partners.
- Develop methodology to share transition & community resource information for all stakeholders including
  - Websites
  - Resource Handbooks
  - Social Media Announcements (Text, Instagram, Facebook, etc.)
  - Cross Agency Training/Conference calls
  - Family Workshops
- Identify funding to support cross agency employment, education and independent living services & outcome data
  - Exchange information across mutually utilized service providers
  - Utilize one coordinated method/plan to identify and coordinate IWD services across service providers/agencies
- Secure University support in research & evaluation of local programming efforts
  - Utilize outcome data to verify and revise education/employment & IL programming efforts
  - Develop surveys to secure feedback from a variety of stakeholders to address what is working and what is not working and what is needed
  - Develop new programming components as needs are identified
  - Utilize data and survey information to inform all stake holders
- Secure support from State Level Service Agencies to initiate and secure needed legislative and/or regulatory changes. These agencies include:
  - Department of Rehabilitation (DOR)
  - California Department of Education (CDE)
  - Department of Developmental Services (DDS)
  - California Workforce Development Board (CWDB)
  - Employment Development Department (EDD)
  - California Health & Human Services (CHHS)

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