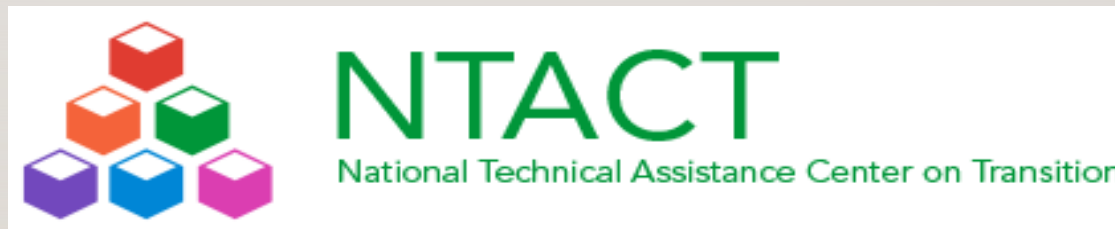




CALIFORNIA PROMISE & CALIFORNIA CAREER INNOVATIONS



Work-Based Learning & Competitive Integrated Employment for all students





CIE Blue Print

Competitive Integrated Employment for Individuals with Intellectual Disabilities and Developmental Disabilities

“Real Work for Real Pay in the Real World”

“Every individual, regardless of any disability, has the opportunity to work toward and engage in meaningful employment, and enjoy all the benefits of such employment.”



CaPROMISE Work Experience

Work experience for students with disabilities is one of the primary target areas for the PROMISE model demonstration projects (MDP). Specifically, "Each MDP must provide....at least one paid work experience in an integrated setting...In addition, other skill development opportunities must be provided in an integrated setting" (CFDA 84.418P). The Performance Measure for PROMISE MDPs is "Improved employment outcomes (e.g., competitive employment and increased earnings, number of hours worked per week, job retention) for child SSI recipients and their parents."

CaPROMISE's target outcome states: "100% of the CaPROMISE students will train or work at worksites through unpaid/paid work experiences and employer paid jobs" (proposal narrative, p.16). This document was created to provide CaPROMISE staff with additional background and details on what constitutes work experience for CaPROMISE participants.

What is work experience?

- "Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time... Work experiences provide the youth participant with opportunities for career exploration and skill development." (Department of Labor)
- "Community-based work experiences, such as internships, apprenticeships, and other on-the-job training experiences, provide increased opportunities for students to learn a specific job, task, or skill at an integrated employment site, and to transfer the knowledge gained to real-time work experiences." (U.S. Department of Education, OSERS)

The types of work experiences recognized in both the literature and federal regulation include internships, apprenticeships, on-the-job training, job shadowing, summer employment, and other employment throughout the school year. The experiences represent a range of experiences that "fall along a continuum of experiences for students and exhibit increasing levels of intensity over time" (James Irvine Foundation, p. 6). This continuum starts with career exploration (i.e., field trips, guest speakers, job shadowing), progresses to work-based learning (i.e., internships, on-the-job-training, summer employment), and ultimately career preparation (i.e., apprenticeships, professional training programs). CaPROMISE is focused on the second phase of the continuum – work-based learning. A key element of work-based learning is the student's **active engagement** in the workplace.

Key characteristics that distinguish the CaPROMISE work experience from an educational experience:

- Integrated setting
- Student performs the real work
- Interaction with supervisors and co-workers

02/08/2017



California Career Innovations (CCi) Work-Based Learning Experiences

Work-based learning experiences for students with disabilities is one of the primary target areas for the U.S. Department of Education – Rehabilitation Services Administration *Transition Work-Based Learning Model Demonstrations*. Specifically, "the Department [of Education] is seeking to implement demonstrations [that will] identify, develop, implement, and evaluate work-based learning models that will help students with disabilities prepare for postsecondary education and competitive integrated employment" (CFDA 84.421B). "Measures will be used to assess the grantees' performance in achieving the goals and objectives of the competition, including the extent to which:

- Project participants successfully complete at least two work-based learning experiences, including one paid work experience;
- Participation in the project demonstrates that work-based learning experiences have contributed to student academic and career planning;
- Project participants enroll in postsecondary education or training; and
- Project participants obtain competitive integrated employment, including supported employment." (RFP, p. 42)

The California Career Innovations (CCi) operationalized work-based learning experiences to encompass career focused internships, competitive integrated employment, non-paid and paid work experiences and career ladder employment. Essential to the short and long term success of individuals with disabilities is the provision of quality Career and WBL experiences...The CCi career pathway approach to WBL will connect school experiences to real-life work activities and future career opportunities. "The WBL experience will be provided in an integrated setting in the community. Where paid WBL experiences are provided, the wages are to be paid at no less than the prevailing local minimum wage" (CCi Proposal Narrative, p. 24). CCi's target outcomes include non-paid career focused internships for at least 90% of the participating students; paid career focused internships for at least 75% of the participating students; and enrollment in a postsecondary education program and/or competitive integrated employment for a minimum of 20 hours per week for 75% of the participating students.

A key element of the CCi work experience is the student's **active engagement** in the workplace, which requires the presence of three characteristics:

- Work performed in an **integrated setting**
- Student performs the **real work**
- **Employer** provides some level of **supervision**

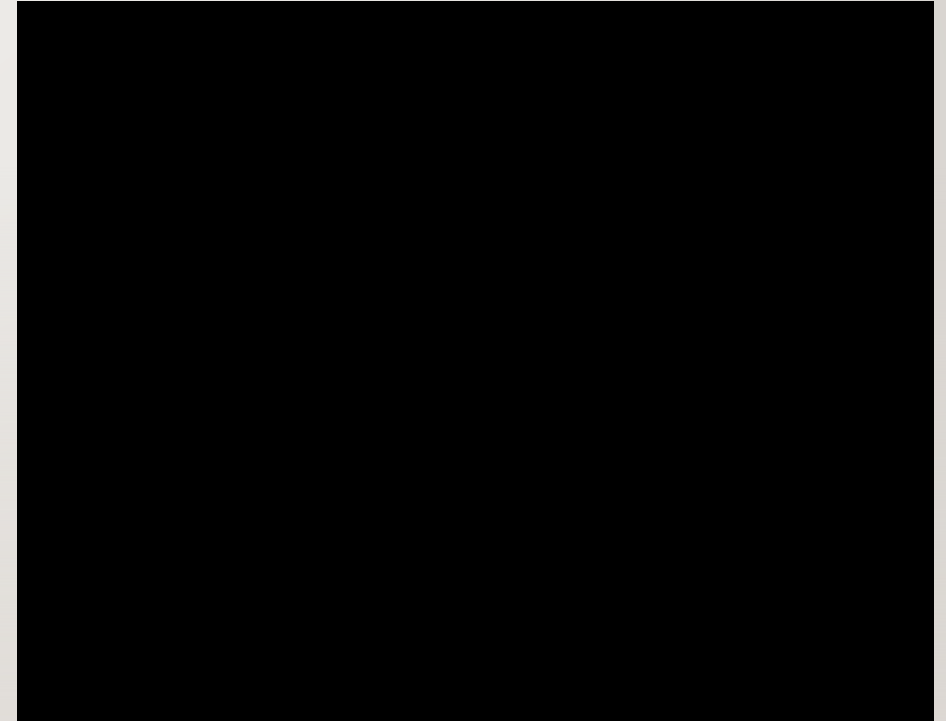
All three characteristics must be present to be documented as a CCi work experience.

Person Centered Planning

Christopher Cabral



Christopher Cabral's Success Story



**Video Resume &
QR Code on Business Card**



- **Christopher**
Volunteers...
 - ✓ **Pretend City**
 - ✓ **Discovery**
Cube



Promoting Workplace Learning Experiences for Students with Significant Disabilities

Disability Categories with Functional Limitations:
Intellectual Disabilities (ID), Multiple Disabilities, ASD + Behaviors,
Emotional Disturbance, Deaf & Hard of Hearing + ID & Medically Fragile

Person Driven Planning:

Prior to planning for work & volunteer experiences, please review student's person driven plan (PDP), for specific work-related hopes and dreams for the future. This will guide you in identifying & targeting possible work-related interest areas of the student. **If this information is not yet included in the PDP, it is time for a revision of the PDP.** It is particularly important to have parent buy-in for participation of their youth in work-based learning opportunities.

BACKGROUND EXPERIENCE:

School/Community:

Talk with Teacher/Case Carrier first, teacher may refer you to Instructional Assistant

- o Review student's current CBI experiences
- o Review planned community service activities
- o Explore possibilities for CaP Staff participation to support CaP Student
- o Identify student's strengths, interests, and level of support
- o Discuss current work tolerance and stamina levels
- o If possible, observe CaP Student in community based setting, group or individual
- o Recommend possible community based volunteer opportunities
- o Partner with WorkAbility or high school volunteer opportunities

❖ **If requested by staff to attend IEP Meetings, please let staff know that CaPROMISE CSCs are typically not permitted to attend and participate in IEP Meetings. It is not appropriate to include CaP services on the IEP because once something is included on an official IEP, the district becomes legally responsible for its implementation.**

Home/Community:

Talk with the Parent

- o Look at student neighborhood for places to work/volunteer via Google Maps
- o Armed with several suggestions, explore available opportunities with parent
- o Involve parent at each step of work place learning plan to ensure permission and support
- o Discuss with family, current routines, activities and events. These may include opportunities for volunteering/involvement. (Examples may include: religious organizations, city recreation/classes, social groups, etc.)
- o Remind goal of participation in CaP is to promote community work experiences

❖ **If parent requests your attendance at an IEP Meeting, please let them know CSCs do not typically participate. (The LEA Manager may give permission for IEP Meeting attendance by the CSC on a case by case basis.) Refer parent to FRC, ILC or Regional Center for needed IEP Support.**

CaPROMISE STAFF RECOMMENDATIONS/OPTIONS:

- ❖ With input from all stakeholders (student, parent, and school staff), identify level of support, accommodations & assistive technology needed
- ❖ Talk with CSC's, mentor, and LEA Manager to brainstorm ideas (This should be an ongoing process.)
- ❖ Place student in non-paid work experience /volunteer opportunity before paid experience
- ❖ Identify group/individual volunteer opportunities in local community (consider transportation needs/options)
- ❖ Work with DOR CaP Rehabilitation Counselor for enrollment in CaPROMISE DOR immediately, this is critical to ensure needed support services that can be provided through the Individual Plan for Employment (IPE). (i.e., job coach, travel training, work place clothes & shoes)
- ❖ Work with your LEA Manager to access Department of Developmental Services (DDS), Paid Internships through your local Regional Center. (If your student is eligible for Regional Center Services.)
- ❖ **Participate in Tuesday CAPROMISE CIE Brainstorming Group Conference Calls at 9:00 AM for additional ideas. 1-866-727-0559 #77507650**



Promoting Workplace Learning Experiences for Students with Significant Disabilities

Date: _____ LEA: _____
Student Name: _____ CSC: _____
(First Name Only)

Student Description Summary:

What is written in the student's IEP/ITP specific to employment?

Tell us a little about the student including your experience with the student and/or family?

Person Driven Planning:

What does the PDP include specific to employment preparation?

BACKGROUND EXPERIENCE:

School/Community:

What types of school sponsored community based activities does the student participate in as part of his/her school program?

Home/Community:

What types of family supported community based activities does the student participate in?

Accommodations:

What kinds of accommodations will the student need to participate in non-paid & paid internships?

Service Needs:

What kinds of services will the student need to participate in non-paid & paid internships?

Recommended workplace/community based activities:

Integrated Settings Checklist

Division _____

DR 380 (NEW 10/17)

Page 1 of 2

Employer Name: _____

Consumer Name: _____

Job Title: _____

Name of DOR Personnel Completing the Checklist: _____

Instructions

Vocational rehabilitation teams may use this checklist on a case-by-case basis to determine whether a consumer's placement meets the definition of an integrated setting.¹ This checklist applies to individual or group supported employment, Javits-Wagner-O'Day (JWOD), National Industries for the Blind (NIB), and AbilityOne / Source America placements.²

An answer of "no" to any of the questions means the work setting is not integrated.

Yes	No	Criteria
<input type="checkbox"/>	<input type="checkbox"/>	<p>1. Setting Typically Found in the Community</p> <p>Is the work setting typically found in the community?</p> <ul style="list-style-type: none"> Was the business created solely for the purpose of hiring individuals with disabilities? Where is the work setting located? Is the setting found in the competitive labor market? Jobs in retail, food service, education, administration, and health care are examples of settings typically found in the community. Work settings such as sheltered workshops are established specifically for the purpose of employing individuals with disabilities and are not jobs typically found in the community

¹ 34 CFR 361.5(c)(9).

² The Vocational Rehabilitation Service Delivery teams must not apply the integrated settings criteria to the Business Enterprises Program for the Blind established pursuant to the federal Randolph-Sheppard Act and state law. As a form of self-employment and business ownership, vending facilities in this program are deemed to be in integrated settings and specifically within the definition of "employment outcome." (Preamble to Final Federal Regulations, 81 Fed. Reg., 55630, 55642)

Integrated Settings Checklist

Division _____

DR 380 (NEW 10/17)

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Yes	No	Criteria
<input type="checkbox"/>	<input type="checkbox"/>	<p>2. Level of Interaction</p> <p>Is the employee with a disability interacting with coworkers without disabilities? Does this interaction occur to the same extent as for employees in comparable positions who do not have disabilities?</p> <ul style="list-style-type: none"> Supervisors, job coaches, and job trainers are not "co-workers." Interaction must occur during the course of work, and not be isolated to lunch time or breaks. For example, individuals with disabilities hired to work under service contracts (such as landscaping or janitorial crews) either alone, in mobile work crews, or in other group settings, whose interaction is limited to persons visiting or working at the location, would not be performing work in an integrated setting.
<input type="checkbox"/>	<input type="checkbox"/>	<p>3. Work Unit and Work Site</p> <p>Is the employee interacting with employees without disabilities in their work unit and across the entire work site, as appropriate to the position?</p> <ul style="list-style-type: none"> Work unit, depending on the organizational structure, is defined either as all employees in a particular job category or as a group of employees working together to accomplish tasks. The work unit must consist of individuals with and without disabilities in order to be considered integrated. Work site is defined as the location where the work takes place.
<input type="checkbox"/>	<input type="checkbox"/>	<p>4. Interaction in Non-Standard Settings</p> <p>If the employee's work setting is non-standard, does the individual interact with employees to the same extent as other employees in comparable positions?</p> <ul style="list-style-type: none"> Non-standard settings include telecommuting or working alone, in mobile or scattered locations, or in temporary employment. For example, Drew is a DOR consumer and is hired as a temporary consultant. Drew has little interaction with his coworkers without disabilities during his work day. This position is likely integrated because Maria, an individual without a disability, previously had the same job as Drew and also had little to no interaction with her coworkers throughout her work day.

WBL SUPPORTS & STRATEGIES TO PROMOTE SUCCESS

**PARTNER WITH YOUR LOCAL VOCATIONAL REHABILITATION AND
REGIONAL CENTER STAFF & OTHER SERVICE PROVIDERS**

- **Job Coaching**
- **Travel Training**
- **Transportation**
- **Safety Training**
- **Work Clothes**
- **Business/Work Site Supports**
- **Family Updates**
- **LEA Staff Updates**
- **Monitoring & Retention**



Referral Date: _____ By Whom: _____ Cell#: _____

E-mail: _____

California PROMISE JOB COACH REFERRAL FORM

- Work Training
- Direct Hire

Participant Name: _____ Cell: _____

Address: _____ Disability: _____

Parent Name: _____ Cell: _____

DOR Counselor: _____ Phone: _____

Individual Strengths/Challenges:

Social Skills

Shy: Y/N Outgoing: Y/N Socially appropriate: Y/N
 Appropriate Speech: Y/N Personal Appearance good: Y/N

Communication

Good verbal skills: Y/N Non-verbal: Y/N
 Speech unclear: Y/N Limited speech: Y/N
 Limited English: Y/N Understands complex direction: Y/N
 Understands/follows verbal directions: Y/N

Behavior

Easygoing: Y/N Works well under pressure: Y/N
 Gets along with others: Y/N Stays Focused: Y/N

Academic

Achievement below 5th grade level: Y/N

Notes: _____

Training WORKSITE: _____

Address: _____

Supervisor: _____ Phone: _____

Possible Training Job Duties: _____

Work Hours/Days: _____

Transportation: Community: Y/N Vendor: Y/N Personal: Y/N Parent Permission: Y/N

Travel Training: Y/N

Needed Supports/Accommodations/Assistive Technology/Job Coaching Strategies:

*Please attach participant's up-to-date resume.

WBL BEST PRACTICES

- **Effective Person Driven Planning**
- **Family Support**
- **Identification of Needed WBL Supports &/or Accommodations**
- **Work Site Preparation Prior to Placement & On-going**
- **On-going Communication Among All Stakeholders**
- **Specific WBL Assessment (Daily, Weekly, or Monthly)**



California Paid Internship/Work Experience/Employment Opportunities for Individuals with Disabilities (8-1-18)

Internship / Work Experience Program	Funding Source	Participant Age Range	Wage Total/ Hours	Contact	DOR Case Type Potentially Eligible (PE) Students Ages 16-21	DOR Case Type Vocational Rehabilitation (VR) (IPE)
CALIFORNIA DEPARTMENT OF DEVELOPMENTAL SERVICES (DDS)						
Paid Internship Program (PIP) <i>*Consult with RC Service Coordinator & DOR Counselor for support options.</i>	Department of Developmental Services/ Regional Center	18 + Regional Center Consumers	Up to \$10,400 per individual per year	Regional Center Employment Specialist and Service Coordinator	Primarily PE Case Type; Schools or regional centers provide accommodations and supports for students	Some VR Case Type for Adults ages 22 & older
CALIFORNIA DEPARTMENT OF EDUCATION (CDE)						
WorkAbility I (WAI)	California Department of Education (CDE)	16 through 21	Range 50 hours	WorkAbility I Project Contact	Primarily PE Case Type	Some VR Case Type
CALIFORNIA DEPARTMENT OF REHABILITATION (DOR) GRANTS						
California PROMISE (CaPROMISE)* <i>*effective to 06/30/2019</i>	US Department of Education	16 through 21 CaPROMISE Participants	Range 50-100 hours or more as needed	LEA Manager	Potentially Eligible (PE) Case Type for students ages 16 through 21	VR Case Type ages 22 through 25
College 2 Career (C2C) Community College Contracts <i>*Sites identified in the C2C Definition below</i>	Department of Rehabilitation & Regional Center	18+	Hours Determined by Employer	C2C Manager/ Disability Support Services Manager		VR Case Type
Transition Partnership Program (TPP) LEA Contract	Department of Rehabilitation (WIOA Pre-ETS)	16 through 21	100 hours – may participate in more than one work experience	DOR Contract Administrator / TPP Contract Administrator	Primarily PE Case Type	Some VR Case Type



Paid Internship Program

Purpose

- Increase vocational skills and abilities of adults served by RCOC

Goals

- Acquisition of experience and skills for future employment
- Internship to lead to part-time or full-time competitive integrated employment

Development

- Internship is developed through the Person-Centered Planning and Thinking process taking into consideration employment goals, interests, skills, strengths, and areas that require additional support

Payment

- Intern will earn at least state or local minimum wage
- Intern may receive a maximum payment of \$10,400 per year (inclusive of payroll costs for the employer of record)

Payment Methods

- Employer (paid internship entity/site)
- Financial Management Service
- Service Provider

Support Options

- School District/Adult Transition Program (for individuals still eligible to receive services through the School District/ATP)
- Department of Rehabilitation
- RCOC Service Provider
- Natural Supports

What does Competitive Integrated Employment Mean?

• • •

Full-time or part-time work where an individual is paid at least minimum wage or higher by the employer, in a setting with others who do not have disabilities. The individual has the same opportunities for advancement as their co-workers who do not have disabilities.

How Do I Get Started?

• • •

Contact your RCOC Service Coordinator to request a Person Centered Meeting to discuss your interest and plan your path! YOU are in the driver's seat!



CALIFORNIA PROMISE EMPLOYMENT SKILLS DEVELOPMENT CHART



Directions: This form is used for on-campus or community-based work training evaluation.

Please check one: On-Campus Community-Based Work Training

Participant:	Site:
Evaluator:	Date:

SCORING: (1) Does Not Perform, (2) Physical Assistance, (3) Direct Prompts, (4) Indirect Prompts, (5) Independent

Follows Directions

	<ul style="list-style-type: none"> • Verbal 1 Step <input type="checkbox"/> 2 Steps <input type="checkbox"/> 3 Steps <input type="checkbox"/> 4 Steps <input type="checkbox"/> 5 Steps+ <input type="checkbox"/> • Written Statement (Standard job duty list) • Visual Schedule Word <input type="checkbox"/> Picture <input type="checkbox"/> Word + Picture <input type="checkbox"/> • Follows all work site rules • Follows expected behaviors in assigned department, as specified by manager/supervisor • Follows all workplace emergency safety protocols 	
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Notes: Total: __/30= ___ %

Dress/Hygiene

	<ul style="list-style-type: none"> • Dresses appropriately to work place setting (uniform or professional dress) • Appropriate hygiene Clean and styled hair <input type="checkbox"/> Clean teeth <input type="checkbox"/> No body odor <input type="checkbox"/> Make-up, as needed <input type="checkbox"/> 	
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Notes: Total: __/10= ___ %

Time Management and Employer Expectations

	<ul style="list-style-type: none"> • Arrives to work on time • Follows work schedule taking appropriate amount of time for breaks and lunch • Leaves work on time • Requests time off using established protocol and with at least two weeks' notice • Maintains excellent attendance/uses limited sick time, as needed 	
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Notes: Total: __/25= ___ %

Work Tasks (specific to work training duties/job description)

	<ul style="list-style-type: none"> • Completes all job duties as identified in job description • Completes tasks with 100% accuracy as defined by employer • Works as part of a team • As problems arise, assists in the solution process • Handles conflicts, that arise, in an appropriate manner • Requests additional work when assigned tasks have been completed 	
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Notes: Total: __/30= ___ %

Productivity/Quality of Work

	<ul style="list-style-type: none"> • Completes assigned tasks within time frame expected by employer • Works at appropriate rate • Work completed meets quality standards as defined by employer • Requests accommodations when needed 	
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Notes: Total: __/20= ___ %

Communication and Socializations with Supervisor and Co-workers

	<ul style="list-style-type: none"> • Greets co-workers as appropriate support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> • Demonstrates a good attitude at all times • Speaks respectfully to support staff <input type="checkbox"/> co-workers <input type="checkbox"/> supervisors <input type="checkbox"/> customers, where present <input type="checkbox"/> • Aware of and follows social boundaries • Uses work related technology appropriately • Uses restroom appropriately • Appropriately participates in conversations • Follows staff lounge rules for breaks and lunch • Follows chain of command with questions or concerns • Shows enthusiasm for the job by taking initiative and showing commitment to the company 	
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Notes: Total: __/50= ___ %

Utilizing Workplace Natural Supports and/or Job Coaching

	<ul style="list-style-type: none"> • Requests help from supervisor/co-workers, as appropriate • Initiates request for help at appropriate time • Keep supervisor informed when job duties are complete • Follows job coach &/or co-worker instructions 	
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Notes: Total: __/20= ___ %

Mobility/Community Safety/Transportation Options

	<ul style="list-style-type: none"> • Uses public transportation, para-transit or provides own transportation to get to job/work training site • Follows all safety precautions needed to get to job/work training site 	
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Notes: Total: __/10= ___ %

ACCOMMODATION NEEDS:

Overall Total: __/195= ___ %



WORK-BASED LEARNING OPPORTUNITIES NON-PAID & PAID WORK EXPERIENCE PLANNING

PARTICIPANT:		LEA:	CSC:	DATE:
EFFORTS TO DATE	POSSIBLE BARRIERS	BARRIERS ENCOUNTERED	SUPPORTS NEEDED	NEXT STEPS
1)	1. Family Support			
2)	2. LEA/School Site Support			
3)	3. Transportation			
4)	4. Work Training/ CIE Site			
5)	5. Accommodation Needs:			
6)	6. Other:			

Notes: _____
