The Power of Collaboration

Bridging the Gap to Self-Sufficiency

Utilizing a School-Based Model
Presenters

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California State Agency Partners
› Department of Rehabilitation (lead entity)
› Department of Education
› Employment Development Department
› Department of Developmental Services
› Department of Health Care Services
› Department of Social Services
Community Partners

› Local Education Agencies

  • Oakland USD
  • Vallejo City USD
  • Solano COE
  • West Contra Costa USD
  • Desert Mountain SELPA
  • Riverside COE
  • San Bernardino City USD
  • West End SELPA
  • Los Angeles USD

  • Centinela Valley UHSD
  • Compton USD
  • Long Beach USD
  • Whittier UHSD
  • Irvine USD
  • San Diego USD
  • Lodi USD
  • East Side UHSD
  • Expandability (covers Santa Clara USD, Milpitas USD, Santa Clara COE)

› Statewide Network of Family Resource Centers

› San Diego State University – Interwork Institute
CaPROMISE Goal

Increased self-sufficiency for youth recipients of SSI and their families
CaPROMISE Overview

› The focus
  – each youth/family and their unique expectations, needs and interventions

› The intervention model
  – a person-centric plan with family-driven approaches

› The desired outcomes
  – independence, self-sufficiency, education, quality of life and competitive integrated employment

› Learn and better understand
  – elements most impactful or needs to be strengthened/changed at individual, organizational, community and public policy levels
What have we learned so far?
Person-Driven Planning

99% Person Driven Plans

99% Indiv. Career Action Plans
The Power of Person-Centered & Person-Driven Planning

› True person-driven
› Family, extended family, teachers and community resources engaged
› Power of the group energy
› Moving from the graphic to the narrative
› The narrative leading the plan for
  – School
  – DOR
  – Regional Center
The Power of Person-Centered & Person-Driven Planning (cont’d)

› It’s a living process
  – Identify timelines, activities, and persons responsible

› Revisit to ensure goals, objectives, and next steps are what the youth wants
  – Not Parents
  – Not Teachers
  – Not the System

› There is no “cook book”
  – Every plan is individualized with the HEART & SOUL OF THE PERSON

› ONE PERSON at a time
The Power of Person-Centered & Person-Driven Planning (cont’d)

› Person-Centered/Driven Planning & LEAs
  – Move from scores, grade level and other standardized measures to the individual
  – Move from goals, objectives and benchmarks to fulfilling dreams and avoiding nightmares
  – School staff and peers can participate in the process for the whole time or a period of time
    › Some of the best meetings involve everyone and leads to a plan across agencies, supports, public and private
Work-Based Learning Experiences

- Total Work Experiences: 3,045
- At least 1 work experience: 86%
- Paid: 77%
- Unpaid/Volunteer: 68%
Challenges Obtaining Work-Based Learning Experiences

› Family Approval & Buy-In
  - Worries about loss of public benefits
  - Limited expectations for the future
  - Worries about community safety
  - Unwillingness to consider non-school transportation options
Challenges Obtaining Work-Based Learning Experiences (cont’d)

› School System Buy-In
  - Limited expectations for employment & future careers (especially for students with significant disabilities)
  - Administrative Support (Board of Education, Superintendent, Special Education Leadership)
  - Limited staff to support work-based learning
Challenges Obtaining Work-Based Learning Experiences *(cont’d)*

› Community Work-Based Learning
  
  – Lack of transportation
  
  – Lack of job coaching support
  
  – Identifying sites & training opportunities that are considered CIE
  
  – Opportunities for non-paid & paid to match student availability
Success Story

San Diego Unified School District, Corinne Haynes

› 3 student placements - Art Camp Junior Assistant positions to assist teacher with operations and activities at summer youth camp

› 2 students - still working special events on the weekends for the Spanish Village Arts Center and other museums!
Work-Based Learning Experiences - Recommendations for Replication

› Participate in community workforce development collaboration efforts
› Get involved in your Local Partnership Agreement (LPA) efforts
› Identify best practices used by other local education agencies & try them out
› Start small and expand as successful
Department of Rehabilitation

1,238
CaPROMISE Services Group

198
Usual Services Group
Department of Rehabilitation

› Challenge associated with providing VR services to transition-age youth
› Success story
› Recommendations for schools and/or agencies interested in replicating CaPROMISE
Families

- 16 Family Resource Centers
- 90% Received Parent Training & Info Services
- 75% Received FRC support
Families

› Challenges families are facing
› Success story
› Recommendations for schools interested in replicating CaPROMISE
Education

- 594 students exited HS
- 111 students have a Certificate
- 416 students have a Diploma
- 67 students have ATP, GED, Other
Education

› Making the CaPROMISE – School Connection
  1. Building relationships
  2. Creating common language
  3. Connecting the dots

› A success story

› Adopting the CaPROMISE model
  1. Focus on transition
  2. Out of the box resources
  3. Connecting the dots
Questions?
www.capromise.org

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