



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

Office of Special Education

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# Career Development Center at River Terrace

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## Program Overview

### Background

The Rehabilitation Research and Training Center on Disability Statistics and Demographics (StatsRRTC) compiles annual data from various federal agencies relating to persons with disabilities. It found that the employment rate of working age people with disabilities in the US was 32.6 percent while the employment rate of working age people without disabilities in the US was 72.8 (StatsRRTC, 2011). This 40 percent discrepancy indicates a problem regarding the ability of individuals with disabilities to gain and maintain employment.

Table 1 – StatsRRTC, 2011 Data Table

	Employment %	Poverty %
<b>United States</b>		
No Disability	72.8	13.7
Disability	32.6	28.6
<b>District of Columbia</b>		
No Disability	71.8	14.7
Disability	30	39.4

Additionally, the report documented the poverty rate of working age people with and without disabilities in the US. The poverty rate for individuals with disabilities was 28.6 percent and the poverty rate of individuals without disabilities was 13.7 percent, a 14.9 discrepancy.

These statistics highlight a great injustice for individuals with disabilities in need of more effective educational and occupational training and opportunities on a secondary level. Data related to The District of Columbia illustrates a greater need for employment services for persons with disabilities compared to that of the United States' average.

The District of Columbia Public Schools has outlined appropriate transition supports and services for students with disabilities across the school system. However, students with low incidence disabilities, autism, intellectual disabilities, emotional disturbance, other health impairments and multiple disabilities have limited workforce development resources and supports to access.

The table below shows the cohort of students for whom workforce development limitations and consequences described above exist. The Career Development Center at River Terrace would begin to provide workforce development opportunities for these students while reducing limitations through courses designed to address the problem.

Table – 2 Student Count by age and disability

AGE	AUTISM	INTELLECTUAL DISABILITY	EMOTIONAL DISTURBANCE	VISUAL IMPAIRMENT	HEARING, DEAF, DEAF – BLIND IMPAIRMENT	OTHER HEALTH IMPAIRMENT	MULTIPLE DISABILITIES
18	24	93	121	2	3	37	84
19	12	63	57	0	2	13	50
20	17	42	29	0	2	2	25
21	7	30	17	0	0	6	23
22	3	18	8	0	1	0	12
<b>TOTAL</b>	<b>63</b>	<b>246</b>	<b>232</b>	<b>2</b>	<b>8</b>	<b>58</b>	<b>194</b>

Data from 06/03/13 DRT

### Career Development Center Description

It has been proposed that the Career Development Center at River Terrace consist of career suites dedicated to health services, administrative support and horticulture. Parents and staff requested the inclusion of a fourth suite focused on hospitality which can be combined with the administrative support suite. Each of these suites can accommodate a maximum of 15 students. These suites can be utilized as:

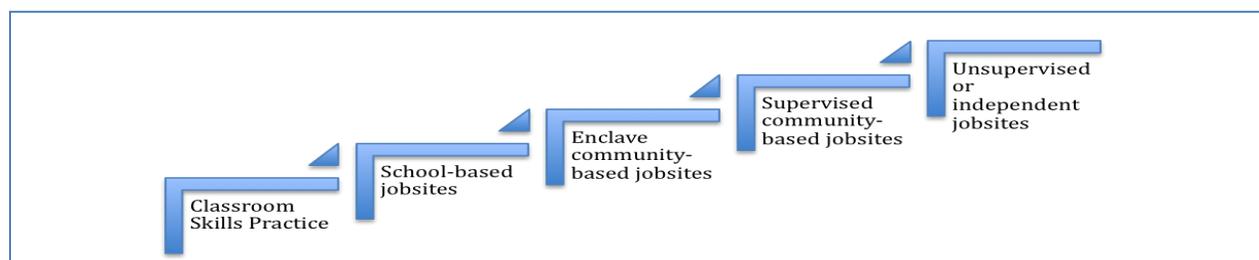
- workforce development learning environments for students who are not ready to report to an offsite work location,
- workforce development learning environments for students who are ready to work offsite full or part-time, and
- as an afterschool program.

The suites can also be used for reinforcement of specific independent living skills to support all students with disabilities. Transition services would be facilitated through a continuum of instructional strategies, interdisciplinary team services, universal design for learning (UDL) and community resources.

### Learning Environments

Learning environments would be based on each individual student’s present levels of academic and functional performance, IEP and transition goals. Below is a continuum of learning environments for students placed at the Career Development Center at River Terrace.

Figure 1 –Learning Environment Continuum



Small group classroom instruction as well as community-based instruction would be provided to all students, as appropriate, regardless of where they are on the continuum.

## Program Models

As part of the District of Columbia Public Schools (DCPS) continuum of special education services, students with disabilities, as deemed appropriate, may access support and training delivered at the Career Development Center. It is proposed that the center focus on providing transition services to students with disabilities aged 18 to 22 years old who require instruction through workforce development curricula, independent living and career skills. Additionally, students with disabilities who have unique needs and goals that may require customized employment would be served.

It is further proposed that the Career Development Center at River Terrace implement 3 program models for students. One model consists of providing workforce development training for resident River Terrace students in grades C4 – C8. The second program consists of a full day, yearlong workforce development training option for 45 District of Columbia Public School students, aged 18 to 22 years old. The third model consists of providing workforce development training for 45 high school students in an after school program.

Table 3 – Three Career Development Center Models

<b>River Terrace Enrolled Students</b>	<b>Year Long Program for Students Outside of River Terrace</b>	<b>After School Program for Students Outside of River Terrace</b>
<b>Grades C4 – C8 18 – 22 years old</b>	45 Students 18 – 22 years old	45 Students 18 – 22 years old

### Resident River Terrace Students

Students enrolled in River Terrace would have the option of participating in workforce development training in one of the suites. Students and their teacher would collaborate and plan with the lead teacher in the Career Development Center to design customized activities. Students would occupy the center when the yearlong students are at job sites. The goal is to identify and enhance the student’s skills to prepare the student for paid customized employment.

### Year-Long Program

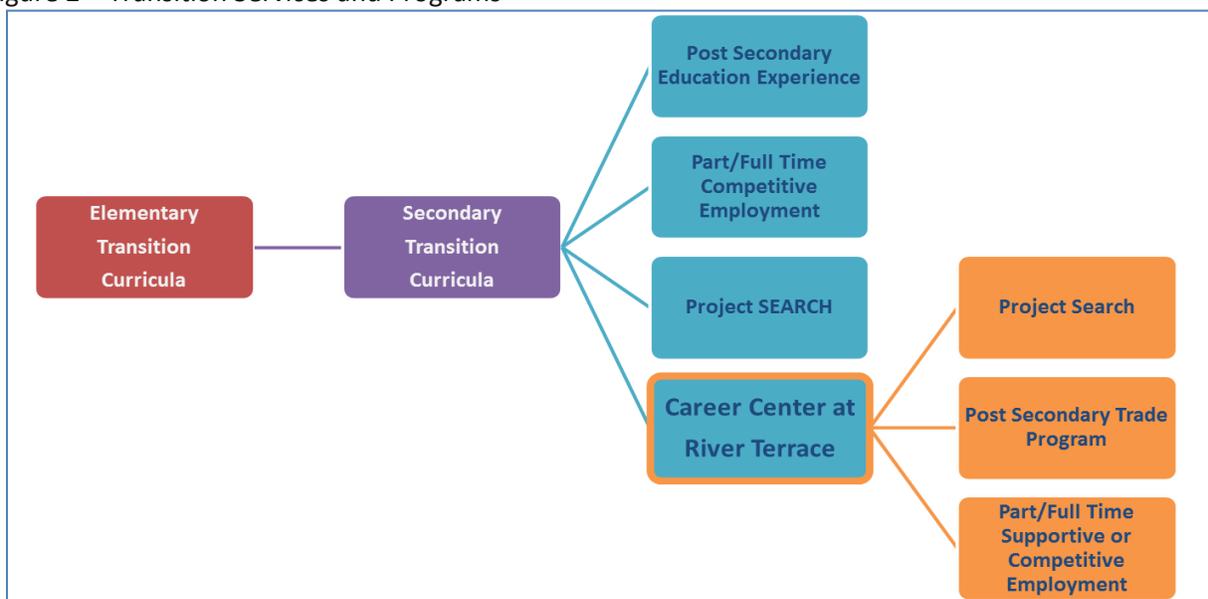
Students enrolled in the year-long program at River Terrace would have the option of working on soft skills, trade skills, and independent living skills for a portion of the day. Students would then work at various sites within DC to practice what they have learned. Paid internships would also be arranged for students as opportunities arise.

### After School Program

For the student who does not have time in his/her schedule to participate in the year-long program, or is on a half-day schedule, the after school program would be perfect. The after school program would be similar to the year long program except the student may intern during the day or on weekends as his/her schedule permits and participate in workforce development in the evenings.

The table below shows the relationship River Terrace would have in the overall plan for transition services and programs in DCPS.

Figure 2 – Transition Services and Programs



Transition curricula and the Career Development Center opportunities would meet the diverse independent living and employment needs of all of DC Public Schools students with disabilities by providing the following:

1. instruction in self-determination, self-advocacy, independent living, and employment skills;
2. intensive community-based work experiences offered in a variety of pathways; and
3. coordination of transition services with post-secondary services providers.

Schedule

The following schedule would be followed four days a week with the exception of Fridays. On Friday students would participate in Community Based Instruction in order to strengthen their functional and independent living skills.

Table 4 – Schedule

Full Day Program Schedule		River Terrace Students		After School Students	
<b>8:00</b>	Check-In Activity	<b>8:00</b>	Check-In Activity in class	<b>4:30</b>	Check-In Activity
<b>9:00</b>		<b>9:00</b>		<b>4:45</b>	
<b>9:10</b>	*Worksite	<b>9:10</b>	Career Development Center	<b>4:50</b>	Workforce Development
<b>11:30</b>		<b>11:30</b>		<b>6:10</b>	
<b>11:40</b>	Lunch	<b>11:40</b>	Lunch	<b>6:10</b>	Break
<b>12:40</b>		<b>12:40</b>		<b>6:25</b>	
<b>12:50</b>	Worksite	<b>12:50</b>	Career Development Center	<b>6:25</b>	Independent Living
<b>1:40</b>		<b>1:40</b>		<b>7:45</b>	
<b>2:00</b>	Check-Out Activity	<b>2:00</b>	Check-Out Activity in class	<b>8:00</b>	Dismissal
<b>2:50</b>		<b>2:50</b>			
<b>3:00</b>	Dismissal	<b>3:00</b>	Dismissal		

\*Based on the learning environment continuum

Eligibility

The following eligibility requirements would be considered by an IEP team prior to placing students at the Career Development Center at River Terrace:

- Student would be age 18 – 22 with one year left of eligibility for services
- Student would be on a certificate track for the year long program
- DCCAS Alt or DCCAS assessments have been completed for the student
- Student would have a desire to attend the Career Development Center at River Terrace
- Student would have participated in a community based work experience and transition courses at student’s home school
- Student would demonstrate a need for intensive employment and independent living skills instruction as evidenced by his/her transition plan
- A **successful** BIP would be in place, if necessary
- Student would be required to interview with staff and tour the Career Development Center at River Terrace

Potential Enrollment

Below is an analysis of enrollment data for students with intellectual disabilities and expected exit dates from 2015 to 2017. The same data are available for students in other disability groups for whom workforce development training is needed.

Table 5 – Potential Student Cohort Example

	<b>2015</b>	<b>2016</b>	<b>2017</b>
ID Students Exiting	96	68	46
<b>Transition Opportunities Provided by DCPS</b>			
Project SEARCH Participants	36	36	36
Potential River Terrace Participants	45	32	10

Transportation

Transportation would be provided by DCPS to and from school as well as to and from students’ work sites. This would be in the form of a school bus and/or arranging metro fare. Students would also have the option of accessing the “Free Transportation” program that is in place because of the DC Government surplus.

Staffing

Each career suite would have one teacher and two instructional assistants. Because there may be students who would not report to a community-based job site, it is necessary to have an instructional assistant to remain on site to reinforce skills with individual students, or small groups of students. Moreover, the instructional assistant would support teachers from River Terrace who utilize the career suites during the day while the year-long Career Development Center students are out at work sites.

A Transition coordinator is in integral part of the Career Development Center. This individual would be responsible for the following:

- Identifying and connecting with community business partners
- Coordinating schedules for students working off site
- Connecting students with appropriate adult agencies (RSA and DDA)
- Identifying post-secondary employment options for all students
- Writing all transition plans for students
- Coordinating transportation to and from work sites
- Acting as liaison between Career Development Center and neighborhood schools for various purposes including recruitment, tours and IEP meetings

### Budget

The preliminary staffing budget for the Career Development Center may be less than \$500,000, and less in subsequent years.

Table 6 – Budget

Budget for 2014-2015 SY	
Staff	
<i>Teachers (\$60,429 x 4)</i>	\$241,716
<i>Classroom teachers (3)</i>	
<i>Transition Coordinator (1)</i>	
<i>Instructional Assistants (\$30,008 x 6)</i>	\$180,048
<b>Professional Development</b>	\$5,000
<b>Curriculum</b>	\$5,000
<b>Assistive Technology</b>	\$20,000
<b><u>Total</u></b>	<b>\$451,764</b>