

# The CDP & CDP Quality Rubric

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**TLS 3.1.19**

# DROP BOX

RI Employment First and Transition



# My Career Development Plan

Name:	DOB:	Age:	SASID:
Current School:	Current Grade level:	Meeting Date:	My anticipated exit date:
My Career Goal:			
Benefits Counseling	<input type="checkbox"/> Provided family with benefits planning information		

In the area of employment, one year after I complete my high school education I plan to:

A “situational assessment” is a vocational assessment that is administered on-site in **integrated employment settings**, where individuals are **evaluated in the performance of work activities** that are typical to the setting where the assessment is administered.

- **One or more** in an integrated employment setting

*RI Consent Decree 2,A,11*

A “vocational assessment” is an assessment administered to provide employment-related information essential to the development of, or revision of, an individual’s employment related planning documents, (IEP, ILP, IPE, ISP, where applicable). The primary purpose of all vocational assessments shall be:

*to determine an individual’s interests, strengths, and abilities, in order to identify a suitable match between the person and a competitive integrated employment setting.*

*RI Consent Decree; 2, A, 16*



# Transition Assessment

## My Transition Assessments (Include Vocational Assessment & Person Centered Planning):



Method/Tool:	Date(s):
#1 PCP	

# Vocational & Career Interests

My Interests & Preferences	
My Expressed Area of Interest	
My Job Preferences	
Recommendations from my Career Development team	

Preferences & Supports

### Community Support Services

<b>ORS Introduction Date:</b>	<b>BHDDH Introduction date:</b>	<b>SSI (Supplemental Security Income)</b>	<b>SSDI (Social Security Disability Insurance)</b>
<b>ORS REFERRAL Date:</b>	<b>*BHDDH Application Date:</b>	<b>___ Yes ___ No  Date:</b>	<b>___ Yes ___ No  Date:</b>



**I will Transition to...POST SCHOOL GOALS**

<b>Work Full-time</b> ____ Yes ____ No	<b>Work Part-time</b> ____ Yes ____ No	<b>Post-Secondary Education</b> ____ Yes ____ No	<b>Apprenticeship</b> ____ Yes ____ No
<b>Other</b> ____ Yes ____ No (describe)	<b>Supported Employment</b> ____ Yes ____ No		<b>Short-term training</b> ____ Yes ____ No
	<b>Customized Employment:</b> ____ Yes ____ No		

## RI Consent Decree Section V.A. (1 & 2)

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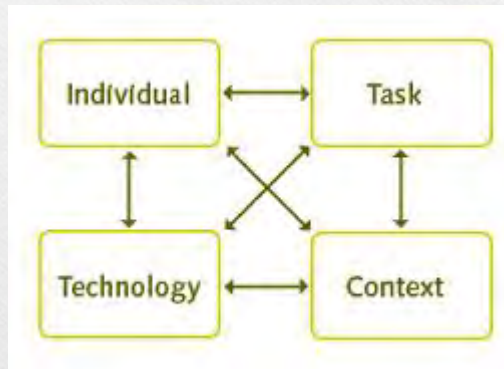
(1) Vocational & Related Services... job shadowing, social skills training, assistive technology, career exploration, career planning.

(2) Transitional Services and Supports ...instruction, community experiences, development of employment goals, integrated work-based learning experiences, self-determination training, benefits planning...



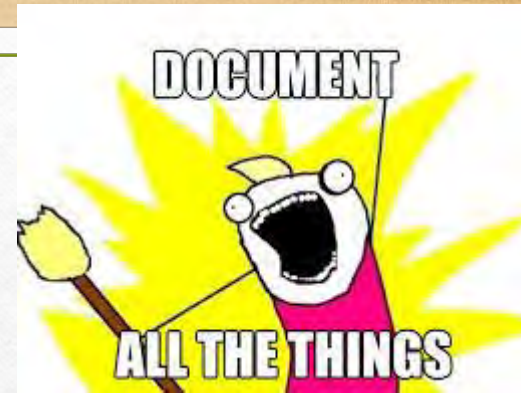
### My School Based Preparatory Experiences (Check)

Social Skills Training		Self-Advocacy/ Self-Determination	
Career Exploration		Conflict Resolution	
Soft Skill Development		Peer & Adult Mentorship	
Job Skill Development		Daily Living Skills	
Youth Development & Leadership		Assistive Technology	
Post School Educational & Community Services		Other:	



## Assistive Technology Evaluation

# JOB FAIR



## My Vocational & Related Services

Transition Fair		Integrated Work based Learning Experience	
Career Days		Job Shadow	
Internships		Business Tour	
Part-time Employment		Summer Employment	
Volunteering		Work-study	
Service Learning		Informational Interviews	





Integrated Trial Work Experiences					
*Type	Location	Anticipated dates	Person Responsible	Completed	Total Days

**\*Community Based Vocational Experience= CBVE; Situational Assessment in the Community= SAC; Summer Work Experience= SWE;**

**Trial Work Experience =TWE** is the opportunity to work in a real job in an integrated employment setting alongside non-disabled co-workers, customers, and/or peers, with the appropriate services and supports for a sufficient period of time to establish whether an individual's interests, skills and abilities are well-suited for the particular job, but for no shorter than 60 days. The trial work experience shall be selected through a person centered planning process and shall be individually tailored to each person.

# Consent Decree Definitions

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A “trial work experience” is the opportunity to work in a real job in an integrated employment setting alongside non-disabled coworkers, customers, and/or peers, with the appropriate services and supports for a sufficient period of time to *establish whether an individual’s interests, skills, and abilities are well-suited for the particular job, but for no shorter than 60 days.*

*RI Consent Decree; 2, A, 15*



# TWE

The trial work experience shall be selected through a person-centered planning process and shall be individually tailored to each person.

- At least 2
- 60 days or more in duration:
  - in an individualized integrated employment setting

**Information below is based upon results of My Assessments, Person Centered Planning, School Based Preparatory Experiences, Vocational & Related Services, and Integrated Trial Work Experiences:**

<b>My Employment Strengths</b>			
<b>My Employment Barriers</b>			
<b>Services &amp; Supports Needed to Attain Career Goal</b>		<b>Persons Responsible</b>	



**My Accommodations Needed (Including Assistive Technology):**

**Person/Agency Responsible:**



<http://www.gari.info/>

<http://www.bbc.co.uk/accessibility/>

<http://www.peatworks.org>



<b>Transportation:</b>			
<b>How will I get to and From Work? (Check all that apply)</b>			
<b>RIPTA</b>		<b>Family</b>	
<b>Paratransit (RIDE)</b>		<b>Friends/co-worker</b>	
<b>Agency</b>		<b>Walk</b>	
<b>Driver's License/Car</b>		<b>Other (describe)</b>	
<b>Type of Support Needed: (Check what applies)</b>			
		<b>Need and Person or Agency Responsible</b>	
<b>Independent</b>			
<b>Needs Training: (i.e. Travel &amp; pedestrian safety, reading bus schedule)</b>			
<b>Needs Assistance to Access</b>			
<b>No Access to Transportation</b>			



# The CDP Quality Rubric

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Student Name:

Date of CDP:

Date of IEP:

District/School:

Date:

Initial CDP  Annual Update

CDP Areas	Verification on Census		Mastered Level - 2	Developing - 1	Needs Improvement - 0	S	I-13 Rubric Item #
1. Clearly Identified Career Goal			<input type="checkbox"/> Specific career goal listed and aligns with students postschool goal for employment on IEP	<input type="checkbox"/> Career goal included and not specific <b>or</b> <input type="checkbox"/> does not align with students post school goal for employment on IEP	<input type="checkbox"/> Career goal not included on CDP		I-13= 3
2. Benefits Planning			Date indicated with one or more of the following specified: <input type="radio"/> Information fact sheet <input type="radio"/> Web resources <input type="radio"/> Community information session <input type="radio"/> Meeting held with a Certified Benefits Counselor	<input type="checkbox"/> Meeting date indicated <b>or</b> <input type="checkbox"/> Student does not receive benefits and will not require benefits planning	<input type="checkbox"/> No meeting date indicated		I-13= 6
3. Career Development Team			A representative of a participating agency was invited to the CDP and signed in as part of the student's career development team <input type="radio"/> BHDDH <input type="radio"/> ORS & <input type="checkbox"/> Service information was distributed and documented	<input type="checkbox"/> A representative of an appropriate agency was invited but did not attend <b>or</b> <input type="checkbox"/> Service information was distributed and documented	<input type="checkbox"/> A representative of a participating agency was not invited to the CDP meeting		I-13= 2



CDP Areas	Verification on Census		Mastered Level - 2	Developing - 1	Needs Improvement - 0	S	I-13 Rubric Item #
4. Transition Assessments (Including Vocational Assessment & Person Centered Planning)			<input type="checkbox"/> Evidence of Person Centered Planning (MAPS, Discovery, Path, etc.) <b>and</b> <input type="checkbox"/> 2 or more age appropriate transition assessments <b>and</b> All assessments are available for review (either in the record or at the school)	<input type="checkbox"/> Evidence of Person Centered Planning (MAPS, Discovery, Path, etc.) <b>and</b> <input type="checkbox"/> At least age appropriate transition assessments <b>and</b> <input type="checkbox"/> All assessments are available for review (either in the record or at the school)	<input type="checkbox"/> No evidence of Person Centered Planning <b>or</b> <input type="checkbox"/> The Transition Assessments are not age appropriate <b>or</b> <input type="checkbox"/> The CDP lists no Transition Assessments <b>or</b> <input type="checkbox"/> Transition Assessments cannot be verified		I-13= 4
5. Interests and Preferences			<input type="checkbox"/> Expressed interests and preferences are clearly indicated in a way that will assist student in meeting his/her career goals, <b>and</b> <input type="checkbox"/> Job Preferences are clearly indicated with supported evidence that will assist student to meet his/her <input type="checkbox"/> career goals, <b>and</b> <input type="checkbox"/> Recommendations from the team are listed and will clearly assist student to meet his/her career goals	<input type="checkbox"/> Expressed interests and preferences are listed but do not clearly relate to student's career goal, <b>or</b> <input type="checkbox"/> Job preferences are listed but do not relate to student's career goal, <b>or</b> <input type="checkbox"/> Recommendations from the team are listed and do not clearly relate to student's career goal	<input type="checkbox"/> There are <b>no</b> expressed interests documented <input type="checkbox"/> There are <b>no</b> job preferences listed <input type="checkbox"/> There are <b>no</b> recommendations from team listed		I-13= 5
6. Community Supports and Services/ORS			<input type="checkbox"/> ORS Introduction and/or referral dates are indicated and <input type="checkbox"/> BHDDH Introduction and/or application dates are indicated		<input type="checkbox"/> ORS Introduction or Referral date not included on CDP <b>and/or</b> <input type="checkbox"/> BHDDH Introduction or application date not included on CDP		I-13= 5 & 6
7. Community Supports & Services/SSI, SSDI			<input type="checkbox"/> SSI/SSDI services indicated as yes or no with date		<input type="checkbox"/> SSI/SSDI information left blank		I-13= 6

CDP Areas	Verification on Census		Mastered Level - 2	Developing - 1	Needs Improvement - 0	S	I-13 Rubric Item #
8. Post School Goals			<input type="checkbox"/> Post School Goals are indicated and align with student's post school goal for employment and education on IEP	<input type="checkbox"/> Post School Goals are indicated but do not align with student's post school goal for employment and education on IEP	<input type="checkbox"/> Post School Goals are not indicated on CDP		I-13= 3 & 5
9. School Based Preparatory Experiences			<input type="checkbox"/> My School Based Preparatory Experiences are detailed and dated with available evidence	<input type="checkbox"/> My School Based Preparatory Experiences are indicated with no available evidence	<input type="checkbox"/> My School Based Preparatory Experiences are not indicated on the CDP		I-13= 6
10. Vocational & Related Services			<input type="checkbox"/> My Vocational and Related Services are detailed and dated with evidence	<input type="checkbox"/> My Vocational and Related Services are indicated with no evidence available	<input type="checkbox"/> My Vocational and Related Services are not indicated on CDP		I-13= 6



CDP Areas	Verification on Census		Mastered Level - 2	Developing - 1	Needs Improvement - 0	S	I-13 Rubric Item #
11. Integrated Trial Work Experiences			<input type="checkbox"/> Integrated Trial Work Experiences are detailed and dated with evidence <input type="checkbox"/> ITWE experiences clearly align to the students CDP Career Goal <input type="checkbox"/> ITWE are aligned to the students post school goal for employment on the IEP and/or <input type="checkbox"/> Integrated Trial Work Experiences are noted with an anticipated date	<input type="checkbox"/> Integrated Trial Work Experiences are captured but no evidence is available for review	<input type="checkbox"/> Integrated Trial Work Experiences are not indicated on the CDP		I-13= 3,4,5,6
12. Employment Strengths			<input type="checkbox"/> Employment Strengths and Barriers are listed in a way that will assist student to meet his/her career goals and <input type="checkbox"/> Clearly aligns with students PLOP under the employment section on the students IEP	<input type="checkbox"/> Employment Strengths and Barriers are listed in a way that will assist student to meet his/her career goals but is not aligned to the IEP	<input type="checkbox"/> Employment Strengths and/or barriers are not captured on the CDP		I-13= 5
13. Services & Supports Needed to Obtain Career Goal			<input type="checkbox"/> Services and Supports Needed to Attain Career Goal are captured on the CDP in a way that is specific to students needs as they transition into employment and persons responsible has been identified	<input type="checkbox"/> Services and Supports Needed to Attain Career Goal is captured on the CDP.	<input type="checkbox"/> Services and Supports Needed to Attain Career Goal are not captured on the CDP		I-13= 5 & 6

CDP Areas	Verification on Census		Mastered Level - 2	Developing - 1	Needs Improvement - 0	S	I-13 Rubric Item #
14. Accommodations Needed			<input type="checkbox"/> Accommodations Needed are captured on the CDP in a way that is specific to the student's accommodations needed to be successful on the work site <b>and</b> <input type="checkbox"/> Assistive Technology listed when applicable	<input type="checkbox"/> Accommodations Needed are captured on the CDP but not specific to student's employment needs	<input type="checkbox"/> Accommodations Needed are not captured on the CDP		I-13= 5
15. Transportation & Supports Needed			<input type="checkbox"/> How student will get to and from work is captured on this CDP including support needs		<input type="checkbox"/> How student will get to and from work and support needs are not captured on this CDP		I-13= 6