

RPS-Project PEACE Work Based Learning Overview

Goal: This guide outlines the steps and key roles involved in the Project PEACE Work-Based Training (WBT) process. It is designed for students with intellectual and developmental disabilities, their families, educators, employers, and job coaches. The goal is to provide students with meaningful job experiences that can lead to future paid employment.

TOUR & INTERVIEW

01

Description: The student visits a workplace, meets employees, and has a short interview to see if it's a good fit.

Goal: Assess interest and compatibility between the student and business.

- Student participates in an onsite accessible interview and workplace tour, including an overview of departments/roles.
- Business provides an interview experience tailored to the student's strengths and needs.
- Both parties reflect on the experience and evaluate the match.

SHADOWING & MENTORING

02

Description: The student observes different jobs, tries simple tasks, and connects with a mentor.

Goal: Provide job shadowing experiences across 2-4 departments or roles.

- Student identifies roles of interest and participates in job shadows.
- Business assigns mentors and provides hands-on experiences.
- Both parties evaluate the experience and adjust expectations.

INTERNSHIP

03

Description: The student works in a real job setting, gaining skills and experience with support.

Goal: Develop and implement a customized internship that aligns with the student's career goals.

- Student works with a mentor, receives training, and gains work experience.
- Business provides supervision, support, and feedback.
- Midway progress check and weekly reflections.

SUPPORTED EMPLOYMENT

04

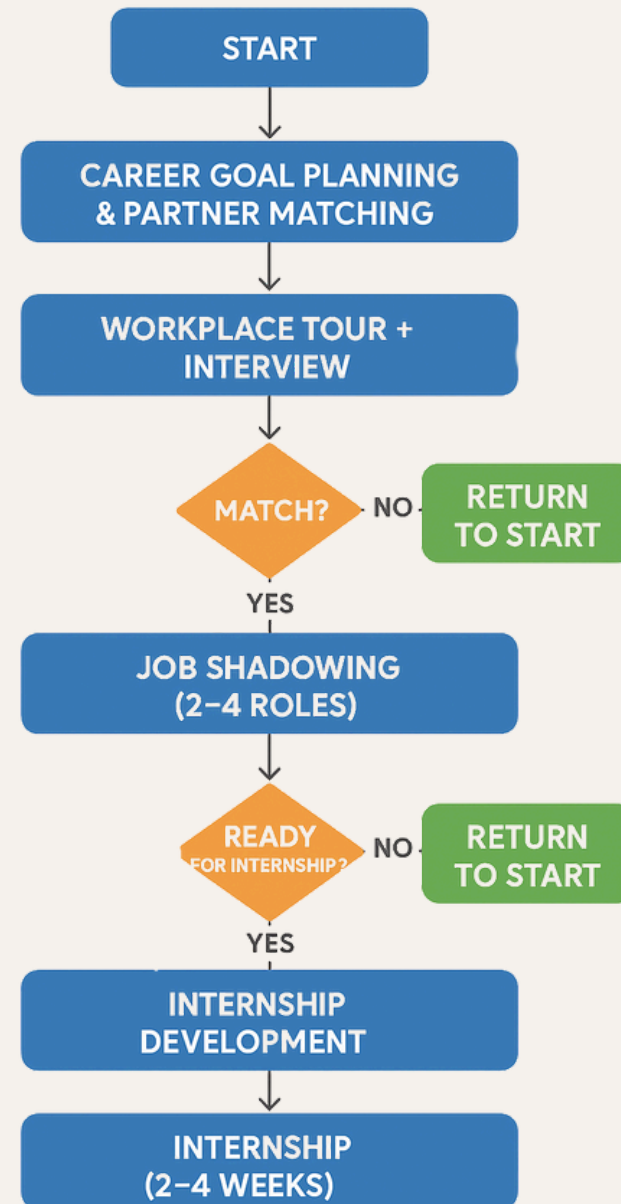
Description: If both the business and student agree, the student may get a paid job or explore other job options.

Goal: The student will transition to paid employment if both student and business agree.

If mutual interest exists, finalize employment details (job description, pay, hours, start date). If not, develop alternative employment plans with school, guardian, and agencies.

RPS-PROJECT PEACE WORK BASED TRAINING PROCESS

Before HQWB Training:
Identify career goals,
connect to
employment supports,
and secure a business
partner.



RPS- PROJECT PEACE WORK-BASED TRAINING

ROLES & RESPONSIBILITIES



YOUTH /STUDENT ROLE

- Practice job and soft skills.
- Explore career interests and advocate for needs.
- Communicate needs and ask questions
- Reflect on growth and improvement areas.
- Be punctual, committed, and take initiative.



FAMILY ROLE

- Support workplace readiness and advocacy
- Communicate with educators and job coaches.
- Ensure reliable transportation and scheduling
- Assist with reflections and career exploration
- Cheer the student on throughout the process!



EMPLOYER ROLE

- Provide meaningful tasks and schedule
- Assign mentors and foster inclusion
- Give constructive feedback and
- Increase responsibility over time
- Foster inclusion, mentorship, and career growth.



JOB COACH ROLE

- Support training and goal setting.
- Promote student independence
- Track progress and adjust strategies.
- Educate employers on inclusion.
- Coach workplace and career readiness skills



TEACHER/STAFF ROLE

- Coordinate with employers and job coaches.
- Teach job, soft, and self-determination skills.
- Connect classroom lessons to work experiences
- Track progress, adjust goals, and teach professionalism
- Align training with long term goals