



BEST PRACTICES & SUPPORT STRATEGIES **COMPETITIVE INTEGRATED EMPLOYMENT (CIE)**



Goal: To ensure that students and adults with intellectual disabilities and developmental disabilities (ID/DD), can have the opportunity to, participate in work-based learning and employment opportunities in community-based, integrated work settings.

Competitive Integrated Employment (CIE), “real work for real pay”, is the gold standard of transition outcomes for students with disabilities. The work should align with the post-school employment goals of the student and is the desired transition outcome for all students with disabilities who choose to work, regardless of disability or needed accommodations or supports. CIE should be a realistic and desirable expectation for all students. CIE options should be individualized. As families, schools, VR and other partners plan and engage in transition planning with students, it is important to understand that individual needs and employment goals will be different for each student. By making the connection between students’ interests, skills, and preferences with business needs, good job matches can be brokered so that employment is a mutually beneficial outcome for both the student and business. (CIE Toolkit- February 2017, National Transition Technical Assistance Center on Transition)

The California PROMISE (CaPROMISE) Program, funded by the US Department of Education, has been operational for over 5 years. The following list of strategies have proven beneficial for all program participants, especially for students with significant disabilities. The following strategies have been identified, implemented and verified by the CaPROMISE Staff who have worked together in community teams throughout the state.

Ongoing Community Collaboration and Planning Efforts:

- **Participate in Community Collaborative Local Partnership Agreement (LPA)**
- **Develop/participate in a Business Advisory Committee**
- **Identify all Work Force Development (WFD) opportunities including regional center (RC), Department of Rehabilitation (DOR), Local Education Agency (LEA), America’s Job Center of California (AJCC), post-secondary education (PSE), College to Career (C2C), WorkAbility III (WAIll), etc.**
- **Provide cross-agency work-based learning (WBL) and CIE training**
- **Develop mechanism to brainstorm and address issues, programing and policy change needs**
- **Participate in DOR, RC and other service agency partnerships**
- **LEA/PSE partner with RC to become a vendor to access funding**
- **Review employment success stories**
- **Educate and update school district, PSE and other partner agency officials on WBL successes**

Pre-WBL and CIE Placement Preparation and Supports:

- **Promote high expectations for individuals with disabilities & assume competence**
- **Provide family training and support through workshops, webinars and individual planning**
- **Utilize ongoing Person Driven Planning (PDP)/Discovery Process**
- **Participate in employment related soft skills/job readiness training, i.e., Job Applications, Interviewing, Resumes, References, and Letters of Recommendations**
- **Provide practice in using self-determination skills to access workforce development services from AJCC, DOR, PSE, etc.**
- **Practice grooming and professional dress**
- **Train classroom staff to serve as Job Coaches**
- **Practice disability disclosure and needed accommodation requests**

• Partner with other WFD providers for business sites
• Provide benefits planning training
• Develop photo/video resumes
• Utilize Quick Response (QR) Codes on individual and job developer business cards
• Use Specialized Job Development strategies to match the individual's interests and abilities to work/training site
• Provide pre-interview/mock interview practice sessions specific to the potential job, use video tape, as instructional tool
• Identify needed employment related support services
• Plan transportation options
• Provide travel training
• Participate in California Adult Education employment related certificate programs
• Participate in community college career pathway job relevant certificate programs
• Secure "Right to Work"/employment eligibility documents
• Attend local job fairs/ "Meet & Greet" events & keep job search logs
• Coordinate employment related services with RC, DOR, AJCC & other agencies, as appropriate, and needed
• Develop Transition Portfolio to include employment and career pathway related documentation
WBL or CIE Placement Strategies:
• Focus on grooming and professional dress for interview and job
• Complete worksite analysis, i.e., task analysis, safety practices and emergency preparation
• Identify and assist with implementation of needed workplace accommodations
• Provide unpaid work/volunteer experiences
• Provide Paid Work Experiences/Internships (Department of Developmental Services (DDS)/Regional Center (RC) Paid Internship Program (PIP), WAI, Transition Partnership Program (TPP), DOR, Project SEARCH and/or AJCC)
• Provide work place safety training
• Utilize WBL Evaluation Tools to assist with skill development
• Promote use of Social Security Administration (SSA) Work Incentives
• LEA or PSE partner with adult service provider agency to provide job coaching
WBL and CIE Job Monitoring & Retention:
• Utilize the SSA Student Earned Income Exclusion (SEIE)
• Provide on-going benefits planning and management to individuals and families
• Provide on-going work-site safety training in partnership with business partner
• Promote self-determination skills development and use
• Practice needed workplace social skills
• Utilize ongoing WBL Evaluation Tools to assist with skill development and monitoring
• Utilize work-site natural supports to promote trainee/employee success/business partner support
• Utilize job coaching support to ensure work training and CIE success
• Identify potential job advancement opportunities and provide access to needed training

Definitions/Acronyms:

America's Job Center of California (AJCC)/One Stop Career Center – Job/Career Centers located throughout California that provide access to the state's employment-related services including skill assessment, assistance in searching for employment and training opportunities, job application preparation. <http://www.americasjobcenter.ca.gov/>

California Department of Education (CDE) – A state department partner of CaPROMISE. CDE is the agency that oversees public education in California and aims to collaborate with educators, schools, parents, and community partners to prepare students to live, work, and thrive in a highly-connected world. <http://www.cde.ca.gov/>

College to Career (C2C) – Programs of instruction designed to provide youth with intellectual disabilities (ID) and autism with higher education and vocational training. C2Cs are located at the following eight California Community College campuses/districts: College of Alameda, Sacramento City College, Fresno College, Shasta College, and West Los Angeles College, Santa Rosa Jr. College, San Diego County Community College District (includes City, Mesa, Miramar, and Continuing Education campuses), and North Orange County Community College District (includes Anaheim, Cypress, and Wilshire campuses). <http://www.semel.ucla.edu/opendoors/college-career>

Competitive Integrated Employment (CIE) – Full time or part time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities.

<https://www2.ed.gov/about/offices/list/osers/rsa/wioa/competitive-integrated-employment-faq.html>

Department of Developmental Services (DDS) – DDS is the agency through which the State of California provides services and supports to individuals with developmental disabilities, including intellectual disability, cerebral palsy, epilepsy, autism and related conditions. Services are provided through state-operated developmental centers and community facilities, and contracts with 21 nonprofit regional centers.

<http://www.dds.ca.gov/>

DOR Student Services – DOR Student Services consist of pre-employment transition services “required activities,” provided in accordance with the needs and interests of the student, that fall within the following five categories: 1) Job exploration counseling 2) Work-based learning experiences 3) Postsecondary counseling 4) Workplace readiness training 5) Self-advocacy training. <http://www.dor.ca.gov/>

Department of Rehabilitation (DOR) – DOR is the agency that works in partnership with consumers and other stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities. The DOR administers the largest vocational rehabilitation and independent living programs in the country. Vocational rehabilitation services are designed to help job seekers with disabilities obtain competitive employment in integrated work settings. Independent living services may include peer support, skill development, systems advocacy, referrals, assistive technology services, transition services, housing assistance, and personal assistance services.

<http://www.dor.ca.gov/>

Discovery Process - The Discovery process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person-centered planning process that involves getting to know a person before supporting them in developing a plan for employment (Callahan, 2001). http://www.leadcenter.org/system/files/resource/downloadable_version/CE-and-Group-Discovery-FAQs.pdf

Local Educational Agency (LEA) – Means a school district, county office of education, a nonprofit charter school participating as a member of a special education local plan area (SELPA), or a SELPA.

Local Partnership Agreement (LPA) – These agreements were created at the local level to identify the ways in which, LEAs, DOR Districts, RCs, and community partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD. <https://www.chhs.ca.gov/>

Paid Internship Program (PIP) - 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. 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) funded through the Regional Center.

Person Driven Planning (PDP) – Person-centered planning grew out of a commitment to inclusion as a social goal, intentionally designed as an inclusive process; person-driven planning is an attempt to ensure that the individual is in charge of their plans
www.interwork.sdsu.edu/sp/PersonDrivenPlanning/player.html

Post-Secondary Education (PSE) – Postsecondary is a reference to any education beyond high school as in Adult Education, Community College, apprenticeship, University, etc. This can be part-time, full-time or distance learning

Regional Centers (RC) – Nonprofit private corporations that contract with the DDS to provide or coordinate services and supports for individuals with developmental disabilities. They have offices throughout California to provide a local resource to help find and access the many services available to individuals and their families. Regional centers provide diagnosis and assessment of eligibility and help plan, access, coordinate and monitor the services and supports that are needed because of a developmental disability. Regional Centers provide people with residential, day, transportation, and social, independent living, and respite, medical, psychological, preschool and other services.
<https://www.dds.ca.gov/RC/index.cfm>

Transition Partnership Project (TPP) – This program is funded by the DOR and is designed for high school students with significant disabilities who are interested in paid employment related to a career goal. The TPP program provides service coordination, specialized job development and some job coaching. Eligibility is determined by DOR. <http://www.dor.ca.gov/What-Does-DOR-Do.html>

WorkAbility I (WAI) – This program focuses on preparing students for successful transition to employment, continuing education and quality adult life with an emphasis on comprehensive pre-employment training, work experience placement, and follow-up. Student referrals are made through school site case carriers. <https://www.cde.ca.gov/sp/se/sr/wrkabtyl.asp>

WorkAbility III (WAI3) – A program dedicated to providing vocational services to students with disabilities. In partnership with the DOR, WAI3 is a part of a larger program established to assist students who are attending classes within specific California Community Colleges.

Work-Based Learning (WBL) – Work-based learning typically involves a collaboration of multiple partners to develop a method for conveying academic concepts and workplace skills required for a student to successfully transition from school to further education and careers.
<https://nationalskillscoalition.org/news/latest/work-based...>

Work Force Development (WFD) Programs - Workforce development is defined as training programs that provide existing and potential workers with the skills to complete tasks needed by employers to let the organizations stay competitive in a global marketplace.

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