Competitive Integrated Employment (CIE)
Information, Resources, Tools
Presenters:

Jacque Hyatt, NTACT/TransCen
Kelly Clark, NTACT/UNC
Christine Johnson, WINTAC/Pre-ETS
NTACT’S PURPOSE

To assist State Education Agencies, Local Education Agencies, State VR agencies, and VR service providers to implement evidence-based and promising practices ensuring students with disabilities, including those with significant disabilities, graduate prepared for success in postsecondary education and employment.
Levels of TA

**Universal**
Accessible to All

- Accessible website
- Practical briefs & toolkits
- Access to self-directed online learning modules
- National CoPs
- Webinar for priority content areas
- eNewsletters
- General SSIP guidance
- Response to inquiries

**Targeted**
Time-limited & Task specific

- Support for SEA/VR review of data & development of strategic improvement plans
- Topical CoPs
- EBP LERN Online Coaching
- CBI and Targeted Regional Cadre Meetings
- Ask the Experts Webinars
- Support for use of EWIS, STEPSS, Planning Tool, and Quality Indicators

**Intensive**
15 Selected States

- Data-driven selection of states with commitment of SEA and VR
- Sustained support for examination of data, analysis of policies, programs, and practices
- Recommended practices for integrated, inter-departmental service provision
- Coaching during exploration to installation with State and Local
- Initial implementation including evaluation to inform research and practice
- Transition Self-Studies
NTACT Topical Resource Suites

• Quick guide
• Toolkit
• Webinars
• Learning Modules
• Other Supporting Resources
Toolkits in Development

• School Completion
• Postsecondary Education Preparation
• VR and SEA Interagency Agreement
  – Partnering with WINTAC
Why Choose CIE?

• Outcome of Secondary Transition
  – VR Services
  – Education K-12

• Recent focus on CIE
  – WIOA
  – Section 511

• Request from practitioners
CIE: Real Work for Real Pay

• Competitive earnings;
• Integrated Location; and
• Opportunities for advancement.
Resources for CIE

CIE Quick Guide

– Developed with stakeholder input
– Provide important content
– Easy to use and share
– Provides roles/responsibilities
– Application example
– Provides resources useful for implementation
Resources for CIE

• CIE Toolkit
  – Developed with WINTAC and Y-TAC
  – Recommendations and reviewed by practitioners
  – Aligns EBPs and predictors of student success with CIE practices
  – Provides information, tools and resources supportive of implementation of CIE
CIE Toolkit

• Purpose
  – For state and local practitioners
  – Provide information about CIE
  – Organize information and resources

• Content
  – CIE Overview
  – Transition Services to support that align with EBPs and Predictors
  – Collaboration
  – Professional Development
Competitive Integrated Employment Toolkit

Welcome to the National Technical Assistance Center on Transition's (NTACT) Competitive Integrated Employment (CIE) Toolkit. The toolkit was developed in accordance with the requirements of the Rehabilitation Act of 1973 (Act), as amended by the Workforce Innovation and Opportunity Act (WIOA) and the Individuals with Disabilities Education Act (IDEA) as a resource for use by educational and vocational rehabilitation (VR) agencies to improve post school employment outcomes for students with disabilities. The toolkit was developed to facilitate the collaboration necessary to implement secondary transition services across agencies at the state, community and student levels and increase the use of evidence based practices (EBPs).

The CIE Toolkit has been developed as a framework to assist state and local teams in collaboratively implementing transition services to improve post school employment outcomes for students with disabilities. The Toolkit is organized in four sections; 1) CIE the Desired Outcome; 2) Transition Services: An overview of the five required activities of pre-employment transition services included in WIOA, as well as secondary transition service requirements found in IDEA and Evidence Based Practices in each area; 3) Interagency Collaboration: Effective practices that support the cross agency and state, community, school and student level collaboration necessary to provide secondary transition services; and 4) Professional Development: Information and resources useful in developing skills necessary for both education and vocational rehabilitation professionals.

The toolkit is dynamic in nature and as such, will continue to grow as we further identify and develop resources and tools that are useful in the implementation of EBPs specific to pre-employment transition services.

Downloads
- Complete Document
- Table of Contents
- Sections
  - Section 1: Competitive Integrated Employment (CIE) Overview
  - Section 2.1: Transition Services
  - Section 2.2: Effective Practices and Predictors of Post-School Success
  - Section 3: Interagency Collaboration
  - Section 4: Professional Development
- References
Section I: CIE Overview

• CIE Defined
• Why it’s important
• How we prepare students
• How are services provided collaboratively
Section II: Transition Services

• Content and Activities that Build Student Skills
• Effective Practices/Predictors of Post School Success
• Resources to support service delivery
Transition Services and CIE

- Job Exploration Counseling
- Work Based Learning
- Counseling on Opportunities of Post Secondary Education
- Workplace Readiness Training
- Instruction in Self Advocacy
- An asterisk * denotes examples that can be provided by VR under Pre-ETS
# Work Based Learning

## Paid Employment

<table>
<thead>
<tr>
<th>Research Based Practices</th>
<th>Predictors</th>
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<tbody>
<tr>
<td><em>Supported Employment for competitive integrated employment</em></td>
<td><em>Career Awareness</em></td>
</tr>
<tr>
<td><em>Using Least to Most Prompts to teach job specific skills</em></td>
<td><em>Community Experiences</em></td>
</tr>
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<td><em>Paid Employment/Work Experiences</em></td>
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## Reviewed Resources

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<th>Resource</th>
<th>Content Area</th>
<th>Audience</th>
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Provides an introduction to the principles of quality work based learning and lays the foundation for developing any work-based learning experience.
Effective Practices and Predictors

NTACT is charged with assisting stakeholders in implementing evidence-based and promising practices and predictors that promote positive post-school outcomes for all students with disabilities. Throughout the website and other resources from NTACT, effective practices and predictors have been evaluated regarding the amount, type, and quality of the research conducted, and are labeled as either (a) evidence-based, (b) research-based, or (c) promising. Currently NTACT is not identifying “unestablished” practices, but recognizes that there is a body of practices in the field for which there is not yet evidence of effectiveness. These designations indicate the confidence one can have in the likely effectiveness of the intervention, when implemented as defined and recommended. Please see our descriptors, definitions, criteria, and about NTACT’s levels of evidence, if you are interested. Additionally, if you have questions about our ongoing process of reviewing the literature in the field of secondary special education and transition including transition planning, academic instruction, employment and life skills preparation, school completion, and vocational rehabilitation, please contact Dr. David Test, dttest@uncc.edu.

NTACT has developed Practice Descriptions and Lesson Plan Starters for many of the Effective Practices and Predictors. Additionally, NTACT will link users to outside sources, such as the Rehabilitation Research and Training Center on Evidence-Based Practices for Vocational Rehabilitation (RRTC on EBPs for VR) for more detailed explanations of practices identified through other sources. In each of the Effective Practice Descriptors, the evidence for the practice will be indicated.

Effective Practices and Predictors Matrix

EVIDENCE
- Evidence-Based Practices
  - demonstrates a strong record of success for improving outcomes
  - uses rigorous research designs
  - adheres to indicators of quality research

RESEARCH
- Research-Based Practices
  - demonstrates a sufficient record of success for improving outcomes
  - uses rigorous research designs
  - may adhere to indicators of quality research

PROMISING
- Promising Practices
  - demonstrates some success for improving outcomes
  - may use rigorous research designs
  - may adhere to indicators of quality research

UNESTABLISHED
- Unestablished Practices
  - demonstrate limited success for improving outcomes
  - is based on unpublished research, anecdotal evidence, or professional judgment

View Evidence-Based Practices
View Research-Based Practices
View Promising Practices
View Unestablished Practices
## Research Based Practices and Predictors

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Predictors
Career Awareness

Career Awareness Correlated with Improved Education and Employment Outcomes

What is the level of evidence?
This predictor of post-school success has been labeled by NTACT at a Promising level of evidence, based on one a priori correlational study and one exploratory correlational study. More information on NTACT’s process for identifying effective practices is available here: NTACT’s Effective Practices.

What is the predictor?
Career Awareness is learning about opportunities, education, and skills needed in various occupational pathways to choose a career that matches one’s strengths and interests.

What are the essential characteristics?
1. Provide school-wide comprehensive and systematic opportunities to learn about various careers via job shadowing, internships, guest speakers, industry tours, Career Technical Education classes, or career fairs.
2. Identify skills and qualifications required for occupations aligned with core content areas.
3. Embed career awareness in the general curriculum to teach about occupations related to the core content areas.
4. Make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.
5. Provide systematic, age-appropriate student assessment of career awareness (e.g., interest inventories, aptitude tests) for students to learn about their preferences and aptitudes for various types of career.
6. Provide instruction in how to obtain a job in chosen career path.

Where is the best place to find out how to do this practice?
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<tr>
<td><strong>Kansas Public Schools. (n.d.), Quality Work-based Learning Toolkit, Creating Quality Work-Based Learning Guide</strong></td>
<td><strong>Job Shadowing</strong>&lt;br&gt;Non-paid work experience&lt;br&gt;Internships&lt;br&gt;Paid Employment&lt;br&gt;Career Mentorship</td>
<td><strong>Special Education</strong>&lt;br&gt;<strong>Teacher</strong>&lt;br&gt;<strong>Vocational</strong>&lt;br&gt;<strong>Rehabilitation</strong>&lt;br&gt;<strong>Counselor</strong>&lt;br&gt;<strong>Transition Specialist</strong></td>
</tr>
<tr>
<td>Provides an introduction to the principles of quality work based learning and lays the foundation for developing any work-based learning experience.</td>
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Interagency Collaboration

• Developing Collaborative Partnerships
• Collaborative Structure: State, Local, Student
• Defining Roles and Responsibilities
• Models of Collaborative Transition Services
• Putting Collaboration into Practice: State, Local and Student
## Models of Collaborative Transition Services

<table>
<thead>
<tr>
<th>Researched Models</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maryland Seamless Transition Collaborative (MSTC)</strong></td>
<td>The collaborative aims to improve the postsecondary outcomes of students with disabilities through a sequential delivery of specific transition service components beginning in early high school; and, the braiding of resources of transition partners resulting in uninterrupted, seamless transition from public secondary education to employment and/or postsecondary education. Key MSTC Partners/Collaborators in Maryland include: State Department of Education; Department of Labor, Licensing, and Regulation; Developmental Disabilities Administration; Mental Hygiene.</td>
</tr>
<tr>
<td><strong>CIRCLES: Communicating Interagency Relationships and Collaborative Linkages for Exceptional</strong></td>
<td>Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), supports development of teams focused on transition outcomes for students with disabilities. CIRCLES involves three levels of interagency collaboration (i.e., community level team, school level team, and individual level team). The community level team provides administrative leadership for the array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school level team provides each student with access to an array of representatives from community agencies that may provide services to the student after graduation. The individual level team writes the IEP including the transition component.</td>
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</tbody>
</table>
# Putting Collaboration into Practice

<table>
<thead>
<tr>
<th>Interagency Collaboration Community Level Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Guide to Developing Collaborative School-Community Business Partnerships</strong></td>
</tr>
<tr>
<td><strong>Taxonomy for Transition Planning 2.0</strong></td>
</tr>
</tbody>
</table>
Professional Development

• What Professionals Need to know
• Selected Resources for Delivery of PD
• Transition Personnel Knowledge for Practice
# PD Resources

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<tr>
<th>Audience</th>
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<tbody>
<tr>
<td>Practitioners</td>
<td>The Iris Center&lt;br&gt;The IRIS Center is a national center providing professional development resources.&lt;br&gt;<a href="http://iris.peabody.vanderbilt.edu">http://iris.peabody.vanderbilt.edu</a>&lt;br&gt;Has a section for professional development: &lt;br&gt;• Practitioners can earn professional development hours by participating in the IRIS Star Legacy Modules.&lt;br&gt;• Can earn Professional Development hours&lt;br&gt;• 5 Modules for Transition&lt;br&gt;Located at: <a href="http://iris.peabody.vanderbilt.edu/iris-resource-locator/">http://iris.peabody.vanderbilt.edu/iris-resource-locator/</a></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
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<tr>
<td>Transition Specialists</td>
<td></td>
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<tr>
<td>Higher Education</td>
<td></td>
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<tr>
<td>Vocational Rehabilitation</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>Explore Vocational Rehabilitation&lt;br&gt;ExploreVR offers vocational rehabilitation (VR) agencies easy and convenient access to a range of VR research, related data, and tools for planning, evaluation, and decision-making&lt;br&gt;<a href="http://www.explorevr.org">http://www.explorevr.org</a>&lt;br&gt;• Job-driven toolkits&lt;br&gt;• Webinars&lt;br&gt;• The Open Data Lab&lt;br&gt;• Publications of current research</td>
</tr>
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</table>
Personnel Preparation Table for Higher Education

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Knowledge Needed</th>
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</thead>
<tbody>
<tr>
<td>Special Education Teacher</td>
<td>• Organize specific roles and responsibilities for job coaches and paraeducators</td>
</tr>
<tr>
<td></td>
<td>• Establishing regular meeting times for discussion</td>
</tr>
<tr>
<td></td>
<td>• Provide joint feedback to help communication (Blalock, 1991).</td>
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<tr>
<td></td>
<td>• Student-focused planning</td>
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<tr>
<td></td>
<td>• Student development</td>
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<tr>
<td></td>
<td>• Interagency collaboration</td>
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Continued in document.........

Includes other personnel such as VR Counselors, CTE Teachers, General Education Teachers and Guidance Counselors
CIE Related Webinars

Upcoming:
- Work Based Learning – March 9th 2 – 3 ET

NTACT Recorded:  [http://transitionta.org/](http://transitionta.org/)

WINTAC in production recorded webinars:
- The Formal Interagency Agreement
- State Examples of Pre-Employment Transition Services
- Fiscal Pre-ETS
What is the WINTAC?

The WINTAC is a national center funded by the Rehabilitation Services Administration (RSA) to provide technical assistance (TA) to State Vocational Rehabilitation Agencies and related rehabilitation professionals to help them develop the skills and processes needed to meet the requirements of WIOA.
Highlighted Resources on Pre-Employment Transition Services

- Toolkit Guide for The Formal Interagency Agreement between VR and the State Education Agency
- http://www.wintac.org/topic-areas/pre-employment-transition-services/faqs
- Federal Resources & Information
WINTAC Highlighted Resources cont.

- **Customized Employment**
- **Supported Employment**
- **Competitive Integrated Employment**
- **Business Engagement**
Resource Needs from the Field?

We would like to hear from you......

Please type in the Q & A box suggestions of resources and topics that would help you.