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| C:\Users\adrianphan\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\7E5SUJ5V\CA Promise (2).jpg **SYSTEMS SUPPORTS FOR WORK TRAINING &**  **COMPETITIVE INTEGRATED EMPLOYMENT (CIE)** |
| **The following information documents the Programming & Services, as well as, Collaboration Activities needed by community partners to promote successful CIE & workplace training for students & youth with disabilities, within a given community.** |
| **ALL AGENCIES** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Coordinate work training & Competitive Integrate Employment (CIE) programming efforts for students, youth and young adults with a wide range of disabilities
* Work together to coordinate planning efforts to promote efficiency in service delivery, including: development & implementation of the Individualized Education (IEP), Individual Program Plan (IPP), Individual Plan for Employment (IPE), Individual service Plan (ISP) & other plans, as appropriate
* Organize and attend multi-agency planning meetings to promote efficiency in planning efforts including: identification of goals and activities, service needs and resources.
* Identify alternative means of meeting participation to consider time availability and management needs of all parties
* Focus on providing career development opportunities for youth & young adults with IEPs and 504 Plans, including competitive integrated employment (CIE)
* Work together to provide information to assist youth and family members to make informed choices regarding work training and CIE
* Identify and connect to Apprenticeship Opportunities, paying to attention to gender gaps and pay discrepancies for women
 | * Participate in CIE related community collaboratives, i.e., steering committees, advisory boards, LPAs, etc.
* Communication Procedures & Processes Identified
* Community Systems Problem Solving
* Multi-Agency Programming Efforts
* Assist in the development & implementation of a Local Partnership Agreement Plan (LPA) in support of the California Blue Print for Competitive Integrated Employment including:
* Goals
* Actions/Activities
* Roles & Responsibilities
* Outcomes
* Timelines
* Identify all workforce development, employment and transition services available in a given community
* Coordinate in the development & provision of CIE related cross-agency training
* Familiarize staff with state & federal transition, employment & workforce development legislation
* Multi-Agency Referrals & CIE Service Provision
* Identify procedures for sharing CIE & Transition related assessment information
* Align multi-agency goals and activities to facilitate a seamless, well-sequenced service delivery system
* Coordinate service delivery to ensure effective & efficient use of all resources needed to promote success work training and CIE
* Identify the financial responsibilities that will be looked at when considering the service needs of individual students and individuals

with disabilities participating in CIE & transition programming elements. * Procedures for resolving interagency disagreements
* Identify methods for co-enrollment in multiple workforce development programs to ensure efficient & effective service delivery without duplication of efforts
* Determine effective & efficient ways to coordinate & utilize business partnerships & resources in the community to support work training, CIE, and Career Pathway programming efforts.
* Promote family engagement in CIE efforts that will facilitate positive life outcomes
* Promote CIE opportunities that meet the requirements of the Fair Labor Standards Act (FLSA), with a focus on jobs that pay at least minimum wage.
* Identify Common Performance Measures pertinent to all participating agencies
* Identify CIE related data sharing operations to

verify success and identify program revision & program improvement needs* Ensure that agency staff resources have been identified and committed to CIE Programming
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| **K-12 EDUCATION** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Provide IDEA obligated services necessary for a Free & Appropriate Public Education (FAPE). The services that are needed to ensure FAPE include, but are not limited to, services described in IDEA relating to assistive technology devices and services, related services, supplementary aids and services, and transition services
* Ensure Person Centered Planning Focus for

 transition planning & IEP/ITP Development * Promote the acquisition of a high school diploma or certificate of completion with a focus on employment, continuing education and independent living (Promote challenging courses based on high expectations. Prepare for participation in PSE & training.)
* Prepare students by providing employment & transition preparation skills development to pre-pare students for their post-school goals in education, employment & independent living
* Provide career planning/transition assessments including work site evaluations
* Promote enrollment in classes relevant to identified career pathway plans
* Provide Community-Based Work Experiences
* Job Shadows
* Paid & Unpaid Internships
* Provide Travel Training
* Ensure on-going CIE training for special & general education staff and administration.
* Utilize Mentorships to promote work experience success
* Provide Travel Training to ensure safe access to WBL opportunities
* Assist with disability identification, related accommodation needs and disclosure possibilities
* Assist students with identification of PSE & training opportunities and the services and supports needed for success to support Career Plans
* As students prepare to leave the K-12/Adult Transition Program, with approval, share Summary of Performance (SOP) information with future service providers to promote access to desired/needed programs & services
 | * Ensure Multi-agency Transition Planning & ITP/IPE Development
* Promote other agency representation at IEP Meetings
* Work with DOR and where appropriate, RC, One Stop and additional agencies, where needed, to provide WBL experiences:
* Work with students & families to understand benefits of multi-agency programming efforts.
* Provide referrals with required release of information documents
* Share career planning & transition assessment information with other service agencies, where needed & appropriate
* Assist with scheduling CIE activities before, during and after school hours, as appropriate
* Work with all partners to promote informed choice making for individuals with disabilities as they explore CIE opportunities
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| **POST-SECONDARY EDUCATION & TRAINING** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Assist with application for PSE enrollment and financial assistance
* Provide PSE opportunities including credit & noncredit classes and programs
* Career Relevant Certificates/Stacked Certificates
* AA/AS Degrees
* BA/BS Degrees
* Professional Degrees
* Provide Counseling Guidance services to ensure enrollment in appropriate programs
* Prepare individuals for careers
* Provide support & educational accommodations through disability service offices, including appropriate academic adjustments and auxiliary services & aides necessary for an equal opportunity to participate in the school’s program.
* Familiarize students with general campus services, activities and student organizations
 | * Work with other agencies to exchange assessment information, with permission, that will promote PSE success
* Provide PSE programming information
* Participate in IEP Meetings as appropriate
* Participate in workshops/transition fairs in the community to ensure distribution of PSE programming options to service agency staff, educators, families & individuals with disabilities
* Partner with other workforce development programs to offer classes, certificates and certifications that will assist in job placement, success and advancements.
* Work with all partners to promote informed choice making for individuals with disabilities as they explore CIE opportunities
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| **ONE STOPS/AJCC** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Promote an understanding of the Career Services availability through the One Stop Centers
* Outreach & Recruitment
* Assessment
* Career Services
* Case Management
* Follow-along
* Coordinate and share business partnerships & resources to support workforce development opportunities and CIE
* Identify ways to promote availability of articulated career pathway training programs
* Ensure that frontline staff have an understanding of the CIE focus for individuals with disabilities
* Identify enhanced services available for individuals with disabilities, as well as other targeted populations
 | * Provide local partners with information regarding WIOA Youth Programs & Services
* Provide information to partners regarding integrated customer services practices
* Promote familiarity and implementation of effective DOR-related Career Services in the One Stop
* Coordinate Business Services options with other business partnership efforts in the community
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| **REGIONAL CENTER** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Ensure Person Centered Planning Focus for IPP Development & service provision
* Support for individuals with significant disabilities to participate in community-based work training and CIE opportunities
* Provide CIE Training for families & Individuals with Significant Disabilities
* Ensure all RC Staff participate in on-going CIE related training
 | * Take a leadership role in organizing LPA efforts in individual communities
* Work with education agencies, DOR and One Stop Service Providers to determine how to support the individualized employment related needs of RC individuals
* Participate in Person Centered Planning efforts to ensure buy-in from individual and family members
* Work with all partners to promote informed choice making for individuals with disabilities as they explore CIE opportunities
* Provide CIE related assessment information, with release of information, to collaborating agencies to promote appropriate work training & CIE opportunities
* Familiarize staff with state & federal transition,

 employment & workforce development legislation* Take the lead in organizing LPA efforts in

 individual communities* Promote CIE efforts with your staff, partners,

 families & individuals with disabilities  |
| **DEPARTMENT OF REHABILITATION** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Assist individuals with disabilities to acquire the knowledge and skills need to secure and retain employment that promote economic self sufficiency
* Offer “Pre-Employment Transition Services” and Individualized Transition Services as an early start at job exploration & identification of career interests
* Pre-Employment Transition Services **(Students potentially eligible & DOR Eligible, 16-21 Years Old)**

***(A “student with a disability” is an individual with a disability who is enrolled in an education program; meets certain age requirements; and is eligible for and receiving special education or related services under IDEA or is an individual with a disability for purposes of Section 504. Educational programs include: secondary education programs; non-traditional or alternative secondary education programs, including home schooling; postsecondary education programs; and other recognized educational programs, such as those offered through the juvenile justice system.)**** Job exploration Counseling
* Work-Based Learning Experiences
* Counseling on opportunities for enrollment in

 Comprehensive transition education programs* Workplace Readiness Training
* Instruction in Self-Advocacy
* Additional Authorized Pre-Employment Transition Services **(Students, potentially eligible, 16-21 Years Old)**
* Implement effective strategies that increase independent living and inclusion in their communities and competitive integrated workplaces;
* Develop and improve strategies for individuals with intellectual and significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
* Provide training to vocational rehabilitation counselors, school transition staff, and others supporting students with disabilities;
* Disseminate information on innovative, effective, and efficient approaches to implement pre-employment transition services;
* Coordinate activities with transition services provided by local educational agencies under IDEA;
* Apply evidence-based findings to improve policy, procedure, practice, and the preparation of personnel;
* Develop model transition demonstration projects;
* Establish or support multistate or regional partnerships that involve States, local educational agencies, designated State units, developmental disability agencies, private businesses, or others; and
* Disseminate information and strategies to improve the transition to postsecondary activities of those who are traditionally unserved.
* DOR Services provided to DOR eligible students and youth with disabilities include:

***(A “youth with a disability” is an individual with a disability who is between the ages of 14 and 24 years of age. There is no requirement that a “youth with a disability” be participating in an educational program. The age range for a “youth with a disability” is broader than that for a “student with a disability” under the Rehabilitation Act.)***The VR services provided depend on the student’s or youth’s individual needs and include, but are not limited to:* An assessment for determining eligibility and VR needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;
* Counseling and guidance, including information and support services to assist an individual in exercising informed choice consistent with the provisions of section 102(d) of the Rehabilitation Act;
* Referral and other services to secure needed services from other agencies through agreements developed, if such services are not available under the VR program;
* Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
* Transition services for students with disabilities, that facilitate the achievement of the employment outcome identified in the IPE;
* Supported employment services for individuals with the most significant disabilities; and
* Services to the family of an individual with a disability necessary to assist the individual to achieve an employment outcome.
* Ensure Person Centered Planning Focus for

 IPE Development & service provision* Develop Individualized Plan for Employment (IPE)

once a student or youth is determined eligible for DOR services, specifics including a list of services that DOR & other responsible parties will provide. This will include a search for comparable benefits from additional sources. | * Take a leadership role in organizing LPA efforts in individual communities
* Collaborate with Regional Center to provide employment, supported employment and other transition related services identified in service provision paperwork
* Collaborate with Regional Center & School Sites to support work skill development and/or job success
* Participate in Person Centered Planning efforts to ensure buy-in from individual and family members
* Work with all partners to promote informed choice making for individuals with disabilities as they explore CIE opportunities
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| **ADULT SERVICE PROVIDERS** |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Provide CIE services & supports to individuals with disabilities, through service/POS approvals from DOR and/or Regional Center Staff
* Work with individuals and families to promote successful CIE, this includes work-site evaluations
* Promote natural supports on the job site to ensure individual’s job success including developing positive working relationships with co-workers
* Provide job coaching/skills training supports to

promote job skill acquisition and employment success* Address fading provisions as individuals become acclimated to work responsibilities & achieve job success.
 | * Collaborate with DOR &/or RC to provide employment, supported employment and other transition related services identified in service provision paperwork
* Collaborate with DOR, RC & School Sites to support work skill development and/or job success
* Participate in Person Centered Planning efforts to ensure buy-in from individual and family members
* Take the lead in setting up collaborative planning meetings to share progress, address concerns,

Identify needs and secure additional supports, as needed to promote success.* Work with all partners to promote informed choice making for individuals with disabilities as they explore CIE opportunities
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| **ADDITIONAL PARTNERS/CIE Support Agencies** (Public, private, non-profit agencies & advocacy groups) |
| **PROGRAMMING & SERVICES** | **COLLABORATION ACTIVITIES** |
| * Provide supports, resources and services to promote CIE and work training for individuals

with disabilities* Transportation
* Mobility Training
* Funding to pay for technical assistance, program operations and other needed resources & services
 | * Collaborate with CIE programs to provide support & resources for individual and families
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**5-2-18**

**References:**

1. **A Transition Guide, To Post-secondary Education and Employment for Students & Youth with Disabilities, Office of Special Education and Rehabilitative Services, United States Department of Education, Revised May 2017**

 **www2.ed.gov/about/offices/list/osers/transition/products/postsecondary-transition-guide-2017.pdf**

1. **Are you Ready for Integrated Services with the American Job Center? A checklist for State VR Agencies, WINTAC, 2017** [**http://www.wintac.org/**](http://www.wintac.org/)
2. **California Blue Print to Support Competitive Integrated Employment, Employing Individuals with Intellectual Disabilities and Developmental Disabilities in California, “Real Work for Real Pay in the Real World”, California Department of Education, California Department of Rehabilitation & California Department of Developmental**

 **Services, May 2017**

 **http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx**