

## **Supported Employment**

The guide for Supported Employment is a tool for students, parents, teachers, and school counselors to utilize. Supported Employment can be considered useful for students requiring support to gain and maintain employment. The checklists can be used for students needing a limited amount of supported employment services or for those requiring long term support from an adult services agency.

### **Supported Employment**

Supported Employment refers to competitive work in integrated work settings for persons with development disabilities that significantly impact their ability to be independent in the workplace. A few examples of necessary support include: One-on-one support (constant support at a job site), paired support (two individuals with a disability receiving help from one job coach), spot checks (periodic checks at a job site).

Community employment for adults with developmental disabilities is the community standard in Dane County. People with disabilities have the same needs and expectations for paid employment as other workers – financial stability, social opportunities, and a sense of achievement and purpose. MMSD supports this goal by providing vocational training and experiences to students and supporting them to gain paid employment before graduation. The State of Wisconsin Department of Health Services supports these goals by providing funding for supported employment services to adults with developmental disabilities.

### **Interagency Agreement**

In 2004, the Department of Public Instruction and the Division of Vocational Rehabilitation (DVR) began working together to develop an Interagency Agreement. The agreement fulfills the mandates of the Individuals with Disability Education Act (IDEA) and the Rehabilitation Act, as well as clarifies agency roles and establishes suggested guidelines for providing transition activities for students with disabilities in Wisconsin. The agreement was updated in 2004 agreement and created an excellent opportunity to expand the agreement to include the Department of Human Services (“Dane County”). With the new partners, a very important piece of the transition process was addressed: *long-term support services*. Long-term supports and services are those goods and services provided by DHS programs that will assist eligible people to either maintain or improve functional ability and live and participate in their communities.

Currently, this Interagency Agreement is between the Department of Public Instruction, the Division of Vocational Rehabilitation and the State of Wisconsin Department of Health Services, which replaces Dane County Human Services as the agency that oversees long-term supports in Dane County.

The Dane County Aging and Disability Resource Center (ADRC) serves as the point of entry for services and supports for these target populations. Youth transitioning as early as age 17 years

and six months can apply for services to the adult long-term care system and it is highly recommended that families apply at this age.

Not all students who have IEPs are eligible for long term support services. To have an IEP, the student must meet the eligibility criteria for IDEA. To be eligible for DVR, the student must meet the eligibility criteria for the Rehabilitation Act. The eligibility criteria for these two laws are not identical. To be eligible for Long Term Care or Mental Health Services, the student must meet eligibility criteria set forth by the State of Wisconsin, Department of Health Services and completed by the ADRC.

## **Supported Employment : Transition to Adulthood Checklist for Teachers**

### **Grade 8**

State Law Requires transition planning to begin not later than the first IEP to be in effect when the child is 14, and updated annually thereafter.

- Follow district procedure for student's moving across levels (SMAL) for movement from 8<sup>th</sup> to 9<sup>th</sup> grade. Plan and develop high school class schedule aligned to transition/course of study.
- Include high school staff in 8<sup>th</sup> grade transition IEP meeting to improve the transition to high school.
- Facilitate student tour of the high school either individually or in small groups, based on student's needs.
- Administer an age appropriate transition assessment.
- Assess student's post-secondary interests and aptitudes to determine transition path.
- Facilitate exploration of career options through any of the following: Academic & Career Planning curriculum, career/ interest inventories, discussions with family/friends/school personnel, person-centered planning.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.

### **Grade 9**

- Identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Schedule student into activities/situations designed to encourage development of self-advocacy for daily living skills that increase independence (i.e., travel skills, appropriate social skills, functional reading/math).
- Design a class schedule based on ability, interests, and post-secondary options.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- Facilitate exploration of career options through any of the following: Academic & Career Planning curriculum, career/ interest inventories, discussions with family/friends/school personnel, person-centered planning.

- Begin to develop Student Portfolio and Vocational Profile. Include the latest reevaluation/IEP, transcript, parent permissions, and letters of recommendation when appropriate.

### **Grade 10**

- Continue to identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- Encourage the participation in career exploration through site visits, career fairs, volunteer opportunities, interest inventories.
- Assist student in obtaining a Work Permit when offered employment. The student will need a birth certificate, parent/guardian permission, and letter from employer. The student will be charged for the work permit.
- Continue to develop Student Portfolio and Vocational Profile. Include the latest reevaluation/IEP, transcript, parent permissions, and letters of recommendation when appropriate.

### **Grade 11**

- Work with family and school counselor to match career opportunities to interests/abilities and develop tentative vocational goals.
- Administer an age appropriate transition assessment.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- No later than 4 semesters prior to graduation, work with family to complete DVR referral and coordinate planning and IEP meetings with DVR, with parent permission.
- Inform student and parent/legal guardian of the rights that will transfer to the student at age 18 unless the appointment of a legal guardian occurs.
- Continue to develop Student Portfolio and Vocational Profile. Include latest reevaluation/IEP, transcript, parent permissions, work permits, vocational agreements, employment history, and letters of recommendation when appropriate.

### **Grade 12**

- Continue working with family, student, school counselor in matching employment and or career opportunities to interests/abilities based on student need, interest, and ability.
- Administer an age appropriate transition assessment.

- Facilitate student use of public transportation and/or assist with obtaining a driver's license when appropriate.
- Support student in obtaining volunteer experiences and employment opportunities.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- No later than 4 semesters prior to graduation, work with family to complete DVR referral and coordinate planning and IEP meetings with DVR, with parent permission.
- At age 17.5, student is referred to Dane County Aging and Disability Resource Center (ADRC) for possible long-term vocational supports. They will require latest IEP/Evaluation with IQ and adaptive skills scores as well as a developmental disability diagnosis from a medical provider.
- Include Long-Term Support Agency Counselor in planning and IEP meetings with permission from guardian.
- Forward materials in the Student Portfolio/Vocational Profile to Dane County Aging and Disability Resource Center (ADRC) or DVR as requested.
- Continue to develop Student Portfolio and Vocational Profile Include latest reevaluation/IEP, transcript, parent permissions, work permits, vocational agreements, employment history, and letters of recommendation when appropriate.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Inform school counselor student will be graduating via IEP when appropriate.

**Grade 12+ (age 19, if student continues to have Transition needs that require Special Education Services)**

- Continue working with family, student, school counselor in matching employment and or career opportunities to interests/abilities based on student need, interest, and ability.
- Administer an age appropriate transition assessment.
- Facilitate student use of public transportation and/or assist with obtaining a driver's license when appropriate.
- Support student in obtaining/maintaining volunteer experiences and employment opportunities.
- If applicable, obtain written consent from parent to invite outside to the IEP and document that the outside agency is invited on the IEP.
- No later than 4 semesters prior to graduation, work with family to complete DVR referral and coordinate planning and IEP meetings with DVR, with parent permission.
- If student is new to the area, refer to Dane County Aging and Disability Resource Center (ADRC) for possible long-term vocational supports. They will require latest IEP/Evaluation

with IQ and adaptive skills scores as well as a developmental disability diagnosis from a medical provider.

- Include Long-Term Support Agency Counselor and DVR Counselor in planning and IEP meetings with permission from guardian.
- Establish specific transition targets to include employment and community-based goals that will support the team in knowing when transition to adult services is appropriate.
- Forward materials in the Student Portfolio/Vocational Profile to Dane County Aging and Disability Resource Center (ADRC) and DVR when appropriate.
- Continue to develop Student Portfolio and Vocational Profile, include latest reevaluation/IEP, parent permissions, work permits, vocational agreements, employment history, and letters of recommendation when appropriate.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Inform school counselor student will be graduating via IEP as requested.

**Grade 12+ (age 20, if student continues to have Transition needs that require Special Education Services)**

- Continue working with family, student, school counselor in matching employment and or career opportunities to interests/abilities based on student need, interest, and ability.
- Administer an age appropriate transition assessment.
- Facilitate student use of public transportation and/or assist with obtaining a driver's license when appropriate.
- Support student in obtaining paid employment opportunities.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- No later than 4 semesters prior to graduation, work with family to complete DVR referral and coordinate planning and IEP meetings with DVR, with parent permission.
- If student is new to the area, refer to Dane County Aging and Disability Resource Center (ADRC) for possible long-term vocational supports. They will require latest IEP/Evaluation with IQ and adaptive skills scores as well as a developmental disability diagnosis from a medical provider.
- Include Long-Term Support Agency Counselor and DVR Counselor in planning and IEP meetings with permission from guardian.
- Establish specific transition targets to include employment and community-based goals that will support the team in knowing when transition to adult services is appropriate.
- Forward materials in the Student Portfolio/Vocational Profile to Dane County Aging and Disability Resource Center (ADRC) and DVR when appropriate.

- Continue to develop Student Portfolio and Vocational Profile, include latest reevaluation/IEP, parent permissions, work permits, vocational agreements, employment history, and letters of recommendation when appropriate.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Inform school counselor student will be graduating via IEP as requested.

**Grade 12+ (age 21 if student continues to have Transition needs that require Special Education Services)**

Continue working with family, student, school counselor in matching employment and or career opportunities to interests/abilities based on student need, interest, and ability.

- Administer an age appropriate transition assessment.
- Facilitate student use of public transportation and/or assist with obtaining a driver's license when appropriate.
- Support student in obtaining/maintaining employment opportunities.
- If applicable, obtain written consent from parent to invite outside agencies to the IEP and document that the outside agency is invited on the IEP.
- No later than 4 semesters prior to graduation, work with family to complete DVR referral and coordinate planning and IEP meetings with DVR, with parent permission.
- If student is new to the area, refer to Dane County Aging and Disability Resource Center (ADRC) for possible long-term vocational supports. They will require latest IEP/Evaluation with IQ and adaptive skills scores as well as a developmental disability diagnosis from a medical provider.
- Include Long-Term Support Agency Counselor and DVR Counselor in planning and IEP meetings with permission from guardian.
- Establish specific transition targets to include employment and community-based goals that will support the team in knowing when transition to adult services is appropriate.
- Forward materials in the Student Portfolio/Vocational Profile to Dane County Aging and Disability Resource Center (ADRC) and DVR as requested.
- Continue to develop Student Portfolio and Vocational Profile, include latest reevaluation/IEP, parent permissions, work permits, vocational agreements, employment history, and letters of recommendation when appropriate.
- By March of final year, contact vocational agency and coordinate training between agencies.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Inform school counselor student will be graduating via IEP when appropriate.

- Complete Notice of Graduation and Summary of Performance during last year of school prior to exiting high school, i.e., student will no longer be entitled to special education.

**Supported Employment:  
Transition to Adulthood Checklist for Parents and Students**

**Grade 8**

- Begin developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card.
- Discuss with your child the importance of lifelong learning and the value of work/employment.
- Create opportunities for your child to establish positive work and study habits or various work responsibilities.
- Encourage involvement in extracurricular activities, volunteering, and social functions.
- Engage in discussions with your child about their hopes, dreams, and aspirations following high school.
- Engage your child in decision making so that he/she learns to look at options carefully, makes safe decisions, and takes responsibility for final decisions.
- Start to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.

**Grade 9**

- Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card.
- Discuss with your child the importance of lifelong learning and the value of work/employment.
- Create opportunities for your child to establish independence.
- Engage in discussions with your child about their hopes, dream, and aspirations following high school.
- Encourage involvement in extracurricular activities, volunteering, and social functions.
- Engage your child in decision making so that he/she learns to look at options carefully, makes safe decisions, and takes responsibility for final decisions.

- Continue to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.

### **Grade 10**

- Continue to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Continue your support of extracurricular involvement, volunteering, and social functions.
- Engage in discussions with your child about their hopes, dreams, and aspirations following high school.
- Engage your child in decision making so that he/she learns to look at options carefully, makes safe decisions, and takes responsibility for final decisions.
- Promote independence.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.

### **Grade 11**

- Continue to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Engage in discussions with your child about their hopes, dreams, and aspirations following high school.
- Engage your child in decision making so that he/she learns to look at options carefully, develops independence, makes beneficial decisions, and takes responsibility for final decisions.
- Reinforce programming opportunities that strengthen self-advocacy, independent living, and vocational skills.
- Assist son/daughter in obtaining work permit from school office when offered employment. Birth certificate, social security card, and letter of intent to hire from employer are needed. The student will be charged for the work permit.
- Network with other parents on short and long-term vocational options/ideas for your son/daughter.

- Coordinate with case manager a meeting with DVR representative (if appropriate) to examine resources available to son/daughter that may assist in career interest inventories/job finding/maintaining skills.
- Determine if the student rights will transfer to the student at age 18. Initiate guardianship process if rights will not transfer to the student.
- At age 17.5, refer your son/daughter to the Aging and Disability Resource Center (ADRC) for possible long-term vocational supports.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.

### **Grade 12 (+)**

- Assist child in expanding an organized student file with assistance from teacher(s) and counselor(s). The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, documentation of work experiences and resumé.
- Encourage involvement in extracurricular activities, volunteering, social and paid work experiences.
- Engage in discussions with your child about their hopes, dreams, and aspirations following high school.
- Engage your child in decision making so that he/she learns to look at options carefully, develops independence, makes beneficial decisions, and takes responsibility for final decisions.
- Reinforce programming opportunities that strengthen self-advocacy, independent living, and vocational skills.
- Assume son/daughter will maintain legal decision making responsibilities after age 18 unless parent or another member of the community retains guardianship.
- Continue dialogue with DVR representative (if appropriate) examining resources available to son/daughter that may assist in job finding/maintaining skills.
- If not completed already, refer your son/daughter to the Aging and Disability Resource Center (ADRC) for possible long-term vocational supports.
- In September of final year of school eligibility, meet with selected outside agencies and school case manager to discuss how and when vocational agencies are selected. Additional discussions may also focus on involving as many different community agencies/services as possible to fulfill transition goals and requirements.

- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.

## Supported Employment Resources

### **Dane County Aging & Disability Resource Center (ADRC)**

For general information, referral information, services and to see if individuals are eligible to receive services contact: **ADRC – High School Transition**

- **intake line:** (608) 240-7476
- [www.daneadrc.org](http://www.daneadrc.org)
- [adrc@countyofdane.com](mailto:adrc@countyofdane.com)

### **For Support to Adults with Physical Disabilities:**

For general information, referral information, and services contact

- The Community Living Alliance  
(608) 242-8335  
[www.cla-madison.org](http://www.cla-madison.org)
- Access to Independence  
(608) 242-8484  
[www.accessstoind.org/pages/](http://www.accessstoind.org/pages/)

### **For Support to Adults with Mental Health Needs: Community Coordinated Services (CCS)**

- [www.danecountyhumanservices.org/ccs/clnt](http://www.danecountyhumanservices.org/ccs/clnt)
- Intake line: (608) 242-6415

### **Department of Workforce Development, Division of Vocational Rehabilitation \***

Wisconsin's Vocational Rehabilitation (DVR) is a federal/state program designed to obtain, maintain, and improve employment for people with disabilities by working with DVR consumers, employers, and other partners. DVR has two representatives working with MMSD

Kristin Erickson	608-242-4855
Jennifer Spring	608-242-4862

For general information about DVR go to [www.dwd.state.wi.us/dvr/](http://www.dwd.state.wi.us/dvr/)

For information about the application process or to complete an on-line application go to [www.dwd.state.wi.us/dvr/jobseek.htm](http://www.dwd.state.wi.us/dvr/jobseek.htm)

### **Social Security Administration**

Connie DaValt, Area Work Incentive Coordinator

(608) 807-5995, x26030

[www.socialsecurity.gov](http://www.socialsecurity.gov)