

## **Competitive Employment**

The guide for Competitive Employment is a tool for students, parents, teachers, and school counselors to utilize.

### **Competitive Employment**

Employment found in integrated vocational settings within the community that requires no or limited additional support from the MMSD or community agencies.

### **Student Rights in Competitive Employment as required by the Americans with Disabilities Act (ADA)**

ADA requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodations to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.

### **Self -Advocacy**

To receive accommodations at work, students are responsible for revealing and providing current documentation of a disability. Appropriate self- advocacy skills may include but are not limited to the following:

- Effectively communicate your needs relative to your disability
- Keep and provide any required documentation of a disability
- Communicate strengths and weaknesses
- Communicate areas where you may need accommodations to access work responsibilities
- Describe your legal rights to work related accommodations under, ADA, and Section 504.

## **Competitive 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 path/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 (if/when appropriate).
- Assess student's post-secondary interests and aptitudes to determine transition needs, including the review of the student's Academic and Career Planning documentation.
- Administer an age appropriate transition assessment.
- Facilitate exploration of career options through any of the following: Academic & Career Planning documents, career/ interest inventories, career fairs, discussions with family/friends/school personnel.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.

### **Grade 9**

- Identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Work with School Counselor and design a class schedule based on ability, interests, and post-secondary options.
- Facilitate exploration of career options through any of the following: Academic & Career Planning documents, career/interest inventories, career fairs, discussions with family/friends/school personnel.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.
- Encourage student participation in extracurricular activities.
- Begin to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, interest inventories, transition assessment, and standardized test scores.

## **Grade 10**

- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, appropriate social skills, and vocational skills.
- Continue to identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Encourage student participation in career exploration through site visits, career fairs, volunteer opportunities.
- Assist student as needed 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.
- Support student in earning academic credit for work experience and the Wisconsin Employability Skills Certificate.
- Facilitate student use of public transportation and/or working with student on the written exam for a driver's license
- Assist the family/student in obtaining State of Wisconsin Division of Vocational Rehabilitation (DVR) application.
- Review ADA worker rights with student at the IEP meeting.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation. When approved, invite DVR and any post secondary linking agencies to the IEP meeting when appropriate and document that the outside agencies are invited on the IEP.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, interest inventories, transition assessment, parent permissions, work permits, employment history, and letters of recommendation when appropriate.

## **Grade 11**

- Work with family and school counselor to match career opportunities to interests/abilities and develop a tentative career goal no later than Junior Conference.
- Coordinate with school counselor credit profile update to meet graduation requirement.
- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, appropriate social skills, and vocational skills.
- Administer an age appropriate transition assessment.
- Facilitate the participation in volunteer or paid work experience.
- Support student in earning academic credit for work experience and the Wisconsin Employability Skills Certificate.

- Facilitate student use of public transportation and/or obtaining driver's license.
- Facilitate the connection between family/student and State of Wisconsin Division Vocational Rehabilitation (DVR) application. Advise family to submit application during fall semester.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation. When approved, invite DVR and any post-secondary linking agencies to the IEP meeting when appropriate and document that the outside agencies are invited on the IEP. DVR should attend 4 semesters prior to graduation.
- 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. Include the latest reevaluation/IEP, transcript, standardized test scores, interest inventories, transition assessment, parent permissions, work permits, employment history, and letters of recommendation when appropriate.

## **Grade 12**

- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, appropriate social skills, and vocational skills.
- Administer an age appropriate transition assessment.
- Continue working with family and school counselor in matching employment and or career opportunities to interests/abilities based on student need, interest, and ability.
- Facilitate student participation in volunteer and/or paid work experience(s).
- Support student in earning academic credit for work experience and the Wisconsin Employability Skills Certificate.
- Obtain written consent from parent or adult student to invite outside agency prior to creating IEP invitation. Then invite all approved post-secondary linking agencies to IEP meeting and document that the outside agencies are invited on the IEP.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, interest inventories, transition assessment, parent permissions, work permits, employment history, and letters of recommendation when appropriate.
- Coordinate with school counselor credit profile update to meet graduation requirement.
- Complete Notice of Graduation and Summary of Performance during the last year of school prior to exiting high school, i.e., student will no longer be entitled special education.

## **Competitive 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 and 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 and volunteering.
- Engage your child in decision-making so that he/she learns to look at options carefully, to act decisively, and to take 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.
- Encourage and facilitate your child's participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

### **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, and 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 and volunteering.
- Engage your child in decision-making so that he/she learns to look at options carefully, to act decisively, and to take 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.
- Ensure that your child understands the nature of his/her disability and the impact of this disability in various environments. Work with your child to develop language describing his/her disability and practice advocacy skills.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

### **Grade 10**

- 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, and social security card.
- Continue to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Begin exploring appropriate short term and long term vocational options with your child.
- Continue your support of extracurricular involvement and encourage participation in leadership roles.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Ensure that your child understands the nature of his/her disability and the impact of this disability in various environments. Work with your child to develop language describing his/her disability and practice advocacy skills.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

### **Grade 11**

- 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, work permits, work history, and letters of recommendation.
- Continue networking with your child's teachers and counselors about your son/daughter's interests and career possibilities.

- Encourage involvement in extracurricular activities, volunteering, and possibly paid work experiences based on interests and 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.
- Four semesters prior to graduation, meet with DVR representative (if appropriate) examining resources available to son/daughter that may assist in career interest inventories/job finding/maintaining skills.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Determine if the student's rights will transfer to the student at age 18. Initiate guardianship process if rights will not transfer to student.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Ensure that your child understands the nature of his/her disability and the impact of this disability in various environments. Work with your child to develop language describing his/her disability and practice advocacy skills.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's leadership of the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

## **Grade 12**

- Assist child in expanding organized 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, work permits, work history, resume, and letters of recommendation.
- Encourage involvement in extracurricular activities, volunteering, and particularly paid work experiences.
- Reinforce programming opportunities that strengthen academic development and self-advocacy skills.
- Continue dialogue with DVR representative (if appropriate), examining resources available to son/daughter that may assist in job finding/maintaining skills.
- Coordinate with school counselor credit profile update to meet graduation 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.
- Encourage and facilitate your child's leadership of the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

## **Competitive Employment Resources**

### **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.accesstoind.org/pages/](http://www.accesstoind.org/pages/)

### **For Support to Adults with Mental Health Needs:**

**Coordinated Community Resources** is a Dane County Human Services mental health information and referral program that serves as the centralized portal for mental health information and referral, for professionals, peers and the community.

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

### **Dane County Job Center**

JobNet, a self-service system for viewing job openings; workshops on resumes, the job market, and interviews; individual career services.

(608) 245-5390

[www.danejobs.com](http://www.danejobs.com)

### **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)

### **Employment Resources, Inc.**

Dane County funded agency that analyzes an individual's benefit as a consequence of work. A complete benefits analysis can be incorporated into the DVR plan with minimal to no cost to the individual.

1-855-401-8549 or (608) 246-3444.

<http://www.eri-wi.org/>

### **Social Security Administration**

Connie DaValt, Area Work Incentive Coordinator

(608) 807-5995, x26030

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

## **Apprenticeship Programs**

### **Youth Apprenticeship**

YA integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Local programs provide training based on statewide youth apprenticeship curriculum guidelines, endorsed by business and industry. Students are instructed by qualified teachers and skilled worksite mentors. Students are simultaneously enrolled in academic classes to meet high school graduation requirements, in a youth apprenticeship related instruction class, and are employed by a participating employer under the supervision of a skilled mentor.

((608) 266-3131

[www.dwd.wisconsin.gov](http://www.dwd.wisconsin.gov)

### **Madison College Apprenticeship Program**

Apprenticeships are training programs that combine structured on-the-job training with related classroom instruction. Apprentices are sponsored by employers, employer associations or labor/management groups and receive a regular wage during training.

(608) 246-6102

[www.madisoncollege.edu/apprenticeships](http://www.madisoncollege.edu/apprenticeships)

### **Building and Trades Council of South Central WI**

Offers apprenticeships in construction and building trades

(608) 256-3161

<http://btrades.com/apprenticeships.php>

### **International Brotherhood of Electrical Workers (local 159)**

IBEW offers three apprenticeship programs:

- Construction
- Residential
- Voice/Data/Video

(608) 255-2989

<https://ibew159.org/careers/>

### **International Union of Operating Engineers Local 139:**

The Local 139 apprenticeship program accommodates both prospective heavy equipment operators and those with limited experience. With a total of 6000 hours of on the job training for the entry-level operator, the experience levels are broken down to four, 1500-hour pay periods. This allows applicants with limited experience to be placed at a level in accordance with the amount of prior experience they may have.

(608) 243-0139 or Toll Free: (800) 851-7584

<https://www.iuoe139.org/about/apprenticeship/>

**Operation Fresh Start Inc.** Employment training and education program for young people 16-24. Participants can earn an HSED while building homes for low-income families, are paid a living allowance and receive an education award for continued education upon the completion of their term.

(608) 244-4721

[www.operationfreshstart.org](http://www.operationfreshstart.org)

### **Other Resources**

National Collaborative on Workforce & Disability

<http://www.ncwd-youth.info/>

Career One Stop: <https://www.careeronestop.org/>

Disability Info (one-stop): [www.disability.gov](http://www.disability.gov)

Job Accommodation Network (JAN): <https://askjan.org/>

South Central Wisconsin Jobs Center <https://www.scwijobs.com/>

National Career Development Association: <http://www.ncda.org>

### **Career Exploration**

Career Builder: [www.careerbuilder.com](http://www.careerbuilder.com)

O-Net Resource Center: [www.onetcenter.org/](http://www.onetcenter.org/)

Madison College Career Exploration: <https://madisoncollege.edu/careers-programs-classes>