Individualized Planning Meetings: Managing Employment Supports at College-Based Inclusive Postsecondary Education Programs
By Melissa Diehl and Amy Dwyre D'Agati, NTACT:C

Key stakeholders to be invited	Information they can share: Guiding Questions
Student and Family	» What is the student's career interest(s)? What is their dream job? » What life and work experiences are relevant? » What are the student's preferences, interests, strengths, accomplishments, areas they may need support, what works and may not work for them? » Who is in the student's network (networking contacts)?
College/University Program: » Director/Coordinator » Employment Specialist/Career Development Manager/Job Developer	» What does the program offer on campus that aligns with those interests? (Curriculum, course of study (for credit, non-credit, audit), campus life activities, internships and work-based learning experiences (WBLE)? » How does the program ensure it is in an integrated setting and maximizes programming with non-disabled peers? » What services are provided by the college program? » What agencies and organizations are available to support the student and their goals? » Is the student eligible to participate in dual enrollment programs in post-secondary education programs?
Vocational Rehabilitation: » Student's VR Counselor » Transition Coordinator » Manager/Regional Director (decision-maker)	» Is the individual currently receiving services from VR? If not, is all necessary documentation submitted? » What type of services are they receiving from VR? » Are they a potentially eligible student who may receive only Pre-ETS services? Are they a VR applicant and eligible individual who may receive additional VR services necessary to achieve an employment outcome in accordance with their informed choice and approved IPE, including any Pre-ETS services they may need? » What are the possible VR services available to this student, based on student need and eligibility? » How can additional VR services support/supplement the student's participation in the college program? » What methods could VR use to provide programmatic and or financial support to these programs (tuition costs, if course of study is connected to IPE goals, fee for service or contracts to support specific activities, or services (i.e., WBLE)?

ICI ThinkCollege
NATIONAL COORDINATING CENTER
INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON
www.thinkcollege.net

Developmental Disabilities (DD): » Student's Direct Case Manager/Counselor » Manager of Supports/(Self-Directed) Waivers	» Does the student have a current open case? Is all necessary documentation in? Is eligibility determined? » Is the right type of case open (type of Medicaid waiver, etc.)? » What are the possible services available to this student, based on student need and eligibility? » How could those services be implemented/supplement the college program? » How can the DD organization provide programmatic support (program fees that are directly paying for individual supports?)
Community Rehabilitation Provider/Community Employment Specialist-Job Coach (when appropriate)	» What services/staff can they offer? » Who will fund them? » What is their knowledge of this student's career interests? » Are there additional contacts that have not already been identified to support the student?
Current/Former Work Experience Supervisor, if applicable	» Where does this student excel as a worker (tasks/skills they perform well)? » Where does this student need support to excel?

This handout was originally created for a joint NTACT:C and Think College webinar about employment services and supports for students with ID.

RESOURCES

Side By Side View: Transition Services, NTACT:C

A Guide to Developing Collaborative School-Community-Business Partnerships

Vocational Rehabilitation Partnerships with Higher Education Programs Serving Students with Intellectual Disability

Use of Medicaid Waivers to Support Students with Intellectual Disability in College

From the Field: Strategies on Career Development and Employment for Students with Intellectual Disability

Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities

The Effect of Postsecondary Education on Employment, Income, and SSI for People with Intellectual Disabilities

The Importance of Formal and Informal Communication Strategies in Maintaining Effective Partnerships Between Vocational Rehabilitation and Inclusive Higher Education Programs

ICI · ThinkCollege NATIONAL COORDINATING CENTER
INSTITUTE FOR COMMUNITY INCLUSION, UMASS BOSTON

NTACT THE COLLABORATIVE
Improving Opportunities & Outcomes