

## **Memorandum of Understanding**

**Among the Tennessee Department of Human Services/Division of Rehabilitation Services, the Tennessee Department of Education/Division of Special Populations, Tennessee Department of Intellectual and Developmental Disabilities, Tennessee Department of Labor and Workforce Development and Tennessee Department of Mental Health and Substance Abuse Services Regarding Transition Services for Youth with Disabilities**

### **PURPOSE**

The purpose of this Memorandum of Understanding ("MOU") is to facilitate the coordination of transition services from school to post-secondary education or training, which is targeted towards Integrated Employment, as defined below (Post-Secondary Training), and/or Integrated Employment for Youth with Disabilities, as defined below, who are enrolled in school and are, or may be, eligible to receive short and/or long-term vocational rehabilitation services from one or more of the agencies that have signed this MOU ("Partner Agencies"). This MOU will further fulfill the interagency mandates that are found in the Individuals with Disabilities Education Act of 2004, as amended ("IDEA"); the Rehabilitation Act of 1973, as amended, ("Rehabilitation Act"), including their implementing regulations; the State of Tennessee Executive Order No. 28; and applicable state laws and regulations which promote coordination among state agencies and, as applicable, local agencies with respect to services provided to Youth with Disabilities.

This MOU will define necessary relationships, policies, and procedures among the Tennessee Department of Human Services ("DHS") /Division of Rehabilitation Services ("DRS" and, collectively, "DHS/DRS") acting through its Vocational Rehabilitation program ("VR Program"), Tennessee Department of Education ("DOE")/Division of Special Populations ("DSP" and, collectively, "DOE/DSP"), the Tennessee Department of Intellectual and Developmental Disabilities ("DIDD"), the Tennessee Department of Labor and Workforce Development ("TDLWD") and Tennessee Department of Mental Health and Substance Abuse Services ("TDMHSAS") in order to create common understandings, establish collaborative efforts and promote systemic change regarding services that will ultimately improve Post-Secondary Training and/or Integrated Employment outcomes for Youth with Disabilities. The Council on Developmental Disabilities will serve as the lead agency under this MOU for purposes of convening the MOU Oversight Committee.

### **TARGET POPULATION**

For purposes of this MOU, interagency cooperation and collaboration will focus on students age 14 years and over in the following categories as they participate in and transition from school to services for which they are eligible from the Partner Agencies:

- Students receiving special education services as defined in an Individualized Education Plan ("IEP");
- Students receiving accommodations pursuant to a Section 504 plan under the Rehabilitation Act; and

- Students receiving mainstream educational services who are individuals with a disability as defined in the Rehabilitation Act, including, without limitation, those students identified with a serious emotional disturbance.

These students are referred to in this MOU as "Youth with Disabilities." For avoidance of doubt, nothing in this MOU alters the service eligibility standards of any Partner Agency under applicable state or federal law.

## **PRINCIPLES**

This MOU is predicated on the belief that Youth with Disabilities should be provided vocational options that place priority on creating opportunities for Integrated Employment which include economic self-sufficiency and career growth. Individual choice of service options will be honored to the extent possible through a coordinated service delivery system that makes the best use of existing and potential financial, human and community resources.

Each Partner Agency will strive to provide necessary individualized transition services and supports to Youth with Disabilities in a timely and effective manner without a break in services through team work, coordinated planning and shared responsibility. It is the goal of the Partner Agencies that, as a result of their collaborative efforts, Youth With Disabilities leaving secondary education will be prepared for Post-Secondary Training and/or Integrated Employment, will have participated in requisite school coursework, and at the time of school exit will be enrolled in Post-Secondary Training and/or engaged in Integrated Employment appropriate to their preferences, interests, needs, knowledge, skills and abilities through cooperative services from the Partner Agencies.

## **MOU OBJECTIVES**

In order to accomplish the principles of this MOU, the Partner Agencies will strive to ensure that:

1. Youth with Disabilities upon exit from school will be prepared for Integrated Employment with access to necessary support services or will be prepared to enter and succeed in Post-Secondary Training.
2. Work and learning opportunities offered will be in alignment with the abilities, interests and informed choice of Youth with Disabilities, which may change over time.
3. Work opportunities for Youth with Disabilities will be consistent with employer/industry needs.
4. Youth with Disabilities will have access to training and services designed to prepare them to live and function in domestic, recreational, social, community and vocational environments in integrated community based settings.
5. Interagency cooperation and collaboration will focus on eligible students age 14 years and over.

6. Prior to exit from secondary school, transition services necessary for Youth with Disabilities to successfully move to the next service delivery system of Partner Agencies will be identified.
7. To the extent possible, the planning documents of all Partner Agencies (e.g., Individualized Education Program ("IEP"), Individualized Plan for Employment ("IPE") and Individual Support Plan ("ISP")) will be integrated in terms of having the same Post-Secondary Training or Integrated Employment goal with identified activities and services mutually supportive of that goal and non-duplicative.
8. Gaps in services for Youth with Disabilities who meet the eligibility requirements of multiple Partner Agencies and are seeking Post-Secondary Training and/or Integrated Employment will be eliminated to the extent possible through cooperation among those Partner Agencies, including blending and braiding of their funds, so that those Youth with Disabilities can achieve their Integrated Employment objective.
9. Grantees/vendors are subject to a performance based rate structure that incentivizes Integrated Employment outcomes for Youth with Disabilities.

#### **ROLES AND RESPONSIBILITIES**

To achieve the stated purpose of this MOU, the Partner Agencies will ensure that their local agencies or contracted providers fulfill the relevant responsibilities and activities set-out in Attachment A to this MOU.

The Council on Developmental Disabilities will convene staff of the involved agencies for the purpose of overseeing implementation of this MOU (collectively, "MOU Oversight Group"). The MOU Oversight Group will meet at least quarterly, and more often as it deems necessary, to contribute to and support coordinated dissemination of information, professional development activities, and leadership development statewide. This will include, without limitation, the following:

1. Reviewing, addressing and facilitating resolution of concerns relating to transition services for Youth with Disabilities.
2. Collaborating to identify ways to coordinate mutual Partner Agency processes (e.g., enrollment, eligibility determinations, annual reviews) to reduce duplication and promote timeliness and efficiency of services.
3. Supporting joint training for Partner Agency staff to promote mutual understanding of each Partner Agency's systems (e.g., entitlements, eligibility criteria, rights, responsibilities, and advocacy) and employer financial incentives for hiring Youth with Disabilities and developing a process for sharing Partner Agency training information so staff will have the opportunity to participate as appropriate.
4. Supporting a statewide transition employment conference, bringing together all stakeholders in the transition/employment process, including Youth with Disabilities, parents, community providers, state and local Partner Agency staff, employers and others



- responsible for and interested in transition of Youth with Disabilities to Post-Secondary Training and/or Integrated Employment.
5. Fostering communication among other payors and/or providers of transition services including, without limitation, Tennessee Department of Children's Services, the Tennessee Department of Corrections, Bureau of TennCare, Tennessee Higher Education Commission, Tennessee Commission on Children and Youth and service providers, in order to create better understanding of the needs and options associated with transition of Youth with Disabilities.
  6. Encouraging and providing assistance to the local level of the Partner Agencies to help them establish cooperative working relationships and support for the implementation of such local agreements and initiatives that facilitate the transition of Youth with Disabilities from school to Post-Secondary Training and/or Integrated Employment.
  7. Providing encouragement and assistance to local Partner Agencies in conducting annual training/information sessions that enhance collaboration and involvement with community based organizations, employers, employer groups, and other agencies with respect to the transition of Youth With Disabilities to Post-Secondary Training and/or Integrated Employment.
  8. Developing and implementing processes for sharing individual and/or aggregate data and information regarding Youth With Disabilities, who are being served or may potentially be served by another Partner Agency, in a way that meets the needs of the other Partner Agency and complies with applicable laws, regulations, rules, and ordinances, as well as any applicable requirements of agreements between and among the Partner Agencies and other agencies of the State of Tennessee (e.g., the Interagency Agreement then in effect).
  9. Preparing an information packet for Youth with Disabilities and their families that provides information with respect to each Partner Agency's program(s) related to Integrated Employment including the purpose of the program, the application process, the eligibility requirements and the potential scope of services that may be available ("Partner Agencies' Information Packet").
  10. Identifying and promoting the use of shared Partner Agency vendors providing high quality services related to Integrated Employment and establishing and, to the extent possible, applying to those vendors consistent (i) service requirements, (ii) professional standards applicable to vendor staff, (iii) staff training requirements and (iv) performance standards, each as related to Integrated Employment outcomes.
  11. Establishing a timeline and responsibility for the publication, dissemination, and explanation of this MOU, as well as any accompanying guides for stakeholders, such as Youth with Disabilities, their parents, Partner Agency staff and others as needed (e.g., Transition Technical Assistance Guide.)
  12. Identifying best practices, including recommendations from the Office of Disability and Employment Practice of the U.S. Department of Labor, effective partnerships, sources of federal funds and opportunities for shared services among Partner Agencies to advance the objectives of this MOU.



13. Identifying ways to provide timely information to Youth with Disabilities and their families regarding government work incentives and the impact of work on government benefits (e.g., SSDI, SSI and Tennessee's Medicaid (TennCare)).
14. Establishing (i) specific goals to facilitate achievement of the MOU Objectives and (ii) measures to assess annual progress against MOU Objectives including, without limitation, an annual assessment of Youth with Disabilities obtaining Integrated Employment.

#### **RESOLUTION OF CONFLICTS**

1. Resolution of internal Partner Agency conflicts:

This MOU recognizes that each Partner Agency has its own administrative mechanisms for the timely resolution of internal disputes. Partner Agencies may use their own administrative mechanisms for resolving internal disputes as well as disputes between one Partner Agency and another Partner Agency. In the event the dispute cannot be resolved, either Partner Agency involved in the dispute may seek resolution from the MOU Oversight Group or other entity upon agreement that the dispute cannot be resolved without external input.

#### **TERM OF THE MOU**

The term of this MOU will begin on the last date of signatures of the parties to the MOU. It will be evaluated by the Partner Agencies at least every two years and will continue in effect until replaced by an amended or new MOU. Nothing in this MOU shall be construed to limit any existing substantive or procedural protections of state or federal laws or regulations.

#### **CONSTRUCTION**

The intent of the Partner Agencies is to coordinate and facilitate the provision of their services to Youth with Disabilities. In all instances, this MOU is to be construed to comply with the requirements of state and federal law. None of the terms of this MOU are intended to confer any benefits, create any rights, or impose any obligations on any third party. The terms of this MOU may only be enforced by the Partner Agencies.

#### **INTEGRATED EMPLOYMENT DEFINITION**

As used in this MOU, the terms below will have the following meanings:

Integrated Employment refers to individualized participation in work, which occurs in a typical work setting where the employee with a disability (i) interacts or has the opportunity to interact continuously with co-workers without disabilities, has an opportunity for advancement, and is preferably engaged full-time, and (ii) receives wages and benefits directly from the employer that are commensurate as those working in the same position, but in any event such wages are at the greater of minimum or prevailing wages.

Integrated Employment, as used in this MOU, will take one of the following forms or combination of forms:

**Competitive Placement:** The hiring of an individual with a disability by an employer for a job on-demand through traditional hiring and recruitment processes. This process is outcome-based and reliant on placement support only.

**Customized Employment:** Refers to services and supports that are provided to an individual with a disability in accordance with flexible, individualized strategies leading to a negotiated relationship with an employer that focuses on unmet needs and other specific value-added to employers rather than open, demand job positions. Customized Employment involves a very individualized process of job seeker exploration, discovery, development of descriptive profile documents, customized employment planning, innovative representation materials; employer needs analysis and representation by a job developer.

**Supported Employment:** The hiring of an individual with a disability by an employer that is usually conditional on the support of an employment specialist or other ongoing supports over time and as needed to maintain an individual with a disability in that job. Integrated Supported Employment does not include group employment, such as work crews, enclaves, or other forms of group employment. The ongoing supported employment services necessary to maintain an individual with a disability in Integrated Employment are based on a determination of the needs of an eligible individual as specified in the appropriate planning document (e.g., an IPE or ISP). Additionally, supported employment services are intended to maximize integration of the individual within the workplace, with emphasis on facilitating the use of existing natural supports (e.g., co-workers or supervisors) supplemented as necessary with staff supports paid for through funds authorized by a Partner Agency, other designated state government entity or the employer.

**Co-worker Dual-Employment Placement:** A model of individualized supported employment in which one person with a disability and one worker without a disability work together in two (2) full time equivalent jobs with an employer. The relationship is with the employer and may involve a training subsidy or transportation assistance to the co-worker that does not have a disability. The co-workers perform the same job, and both are hired by the employer. This “modeling” relationship helps the worker with a disability develop those skills essential for success, such as punctuality, responding to supervision, etc.

**Scattered Site Supported Employment:** A large employer or several employers located in a close proximity within a geographic area have multiple Integrated Employment opportunities and are open to the provision of supported employment services or customized employment arrangements to ensure that workers with disabilities can be successful. If needed, a job coach is assigned to an employment site where multiple individuals with disabilities will be working in various areas in integrated settings. The job coach is available to check in as needed with



individual workers with disabilities throughout the organization(s) and provide supports to individual workers with disabilities at varying levels. This is a model that works particularly well with large employers or with several employers that are co-located in one physical space.

**Self-Employment:** The identification of a job opportunity based on the individual desires and skills of an individual with a disability that includes the provision of supports that enable the individual to become successfully self-employed.

**Self-Employment, Entrepreneurship or Small Business:** The process of actively earning income directly from the individual's own business, trade, or profession where that individual (a) is responsible for obtaining or providing a service or product; (b) assumes the financial risk of profit or loss from operating the business; (c) earns income directly from his/her own business; and (d) is not required to have federal income tax and FICA payments withheld from his/her earnings.

ATTACHMENT A  
Agency Roles and Responsibilities



TENNESSEE DEPARTMENT OF HUMAN SERVICES /DIVISION OF REHABILITATION SERVICES  
STATE ROLES AND RESPONSIBILITIES

The state VR Program will:

1. Ensure provision of employment related and in-school rehabilitation services to eligible Youth With Disabilities in accordance with VR Program timelines but in any event by no later than the fall semester of the next to last year before the student's anticipated exit from school provided the VR Program has received an application for services by that time.
2. Annually collect, analyze and disseminate to Partner Agencies and the public information on state and local performance data, which is required by the federal government, on the following: (i) early engagement with Youth with Disabilities, (ii) numbers of Youth with Disabilities entering Integrated Employment, (iii) the number of Youth With Disabilities receiving supported employment services, (iv) hours worked by Youth with Disabilities, and (v) wages earned by Youth with Disabilities.
3. Conduct outreach to Youth with Disabilities and their families beginning at age 14.
4. Develop and implement programs to support the employment of Youth with Disabilities while they are enrolled in secondary school (e.g., after school and summer employment.)
5. Maintain a network of VR counselors in all counties to coordinate transition services with schools that serve Youth with Disabilities.
6. Continue to promote greater use of self-employment, supported employment and Assistive Technology services to support eligible Youth with Disabilities who apply for VR Program services with the supports they need to obtain Integrated Employment.

TENNESSEE DEPARTMENT OF HUMAN SERVICES /DIVISION OF REHABILITATION SERVICES  
LOCAL ROLES AND RESPONSIBILITIES

Each local VR Program will:

1. Provide in-school employment and rehabilitation services to supplement, but not replace, services provided by the school. The VR Program may provide eligible Youth with Disabilities who apply for VR Program services those goods and services needed to support their career-connected activities provided their Priority Category is then being served under the VR Program's Order of Selection. Provision of in-school rehabilitation services also requires consideration of comparable services and benefits, application of the VR Program's financial need policy, as appropriate, and approval of the Youth with Disabilities' IPE. Services will occur in coordination with the student's academic schedule. These goods and services may include, but are not limited to, the following: Career assessment services, career exploration, maintenance and/or transportation in support of career related activities, assistive technology to support career exploration or experiences, stipends associated with internships and job

coaching. With respect to LEAs with a contract with the VR Program for transition services, the VR Program will provide such additional services as specified in that contract.

2. Begin the services described in Item 1 above to eligible Youth With Disabilities in accordance with VR Program timelines but in any event by no later than the fall semester of the next to last year before the student's anticipated exit from school provided the VR Program has received an application from the Youth With Disabilities by that time.

3. Develop cooperative working relationships with local staff of schools serving Youth with Disabilities. VR Program local offices will designate and ensure assignment of transition counselor liaisons to such schools. The VR Program field supervisors and counselors will:

A. Establish linkages within each school with the following: chairperson of special education, school principals, transition specialists/teachers/ guidance counselors for juniors and seniors, school health personnel, pupil personnel workers assigned to the school and other school-based personnel determined appropriate by the VR Program liaison counselor and manager.

B. Conduct presentations and cross-training on VR Program eligibility requirements, Order of Selection criteria, referral process, service conferences and meetings with local school staff, informal and formal presentations to Parent Information Training Centers (STEP), local workforce investment boards and other parent and student groups.

C. On an individual basis meet with Youth with Disabilities and parents to explain the purpose of the VR Program, the application process, the eligibility requirements and the potential scope of services that may be available.

D. Encourage Youth with Disabilities who receive Social Security Administration ("SSA") benefits due to their own disability to obtain benefits counseling and make use of SSA work incentives.

4. Ensure VR Program counselors will direct services for Youth with Disabilities by:

A. Processing the applications of Youth with Disabilities who are referred by any Partner Agency within 60 days to determine if they qualify and meet the criteria for VR Program services unless a delay beyond the control of the VR Program occurs and they consent to the delay or trial work experiences or extended evaluation are required to determine eligibility.

B. Developing an IPE, including Employment Needs Assessment, in accordance with VR Program guidelines after eligibility is determined;

C. Serving as a primary information resource for the Youth with Disabilities, family, and any Partner Agency staff serving the Youth with Disabilities regarding VR Program services (e.g., provide assessment information, IPE, etc.);

D. Providing expertise to the Youth with Disabilities, family and Partner Agency staff serving the Youth with Disabilities in defining an Integrated Employment goal and identifying support services needed to attain it, including attending planning meetings with these individuals as necessary;

E. Monitoring individual progress of Youth with Disabilities on reaching Integrated Employment outcomes;



- F. Providing and monitoring services specified on the IPE including, without limitation, adaptive equipment, rehabilitation engineering and worksite modification for community employment purposes, and referring the Youth with Disabilities to other Partner Agencies for services, as applicable and needed; and
- G. With respect to Youth with Disabilities receiving supported employment services from the VR Program, identifying ongoing supports with Partner Agency staff to begin by the time of stabilization on the job.

TENNESSEE DEPARTMENT OF EDUCATION/DIVISION OF SPECIAL POPULATIONS  
STATE ROLES AND RESPONSIBILITIES

DOE/DSP will:

1. Monitor local education agencies ("LEAs") to ensure that measurable post-secondary goals are a component of the IEP beginning by age 14 and transition services needed to attain those goals are addressed in the IEP by age 16.
2. Establish linkages at the state and local level with post-secondary personnel of other agencies, including higher education and adult service agencies, to ensure a smooth transition to disability support services for Youth with Disabilities.
3. Ensure that teacher training materials and programs define and incorporate the competencies related to transition that are needed to serve Youth with Disabilities.
4. Provide support, technical assistance and training to appropriate staff at the state and local levels to facilitate coordination of academic, functional, vocational and community based curricula.
5. Provide Partner Agencies with the statewide number and demographics of Youth with Disabilities on an IEP by March 1<sup>st</sup> of each year.
6. Annually collect, analyze and disseminate to Partner Agencies and the public information on the progress of Youth With Disabilities in entering Post-Secondary Training and Integrated Employment at the state and local levels through the use of indicator 14 data.
7. Identify and maintain a list of current DOE/DSP and LEA contacts in regard to transition for Youth with Disabilities and make this list available to the Partner Agencies.
8. Provide information to the LEAs and the public that DOE/DSP expects that Post-Secondary Training and/or Integrated Employment should be the primary goal for all youth, including Youth with Disabilities.
9. Encourage LEAs to participate in the VR Program's transition contract which provides a menu of needed and additional VR Program services with an employment focus that are chosen by the LEA to assist Youth with Disabilities to transition to Post-Secondary Training or Integrated Employment. The LEA is required to provide state or local match dollars to match the federal funding for these services.



TENNESSEE DEPARTMENT OF EDUCATION/DIVISION OF SPECIAL POPULATIONS  
LOCAL ROLES AND RESPONSIBILITIES

Each LEA that receives state funds will:

1. For students covered by an IEP and planning documents of other Partner Agencies (e.g., IPE and/or ISP), ensure those documents have the same Integrated Employment goal and that the activities and services for achievement of that goal are specified in the IEP and other planning documents, as applicable, and are mutually supportive of that goal and non-duplicative.
2. Provide Youth with Disabilities with the appropriate career guidance, support services, social, employment and preparatory career skills needed to participate in their local community and achieve economic self-sufficiency.
3. Make available the Partner Agencies' Information Packet to Youth with Disabilities by no later than age 14.
4. Promptly refer Youth With Disabilities who have expressed an interest in employment while attending school (e.g., summer or after school employment) or after exiting from school to the VR Program Counselor designated to handle transition so that student can apply for VR Program services by no later than the fall semester of the next to last year before the student's anticipated exit from school.
5. Instruct Youth with Disabilities in self-advocacy skills and prepare them and their parents/guardians to use self-advocacy skills in planning their secondary and post-secondary experience and transition goals through the IEP, 504 plans or other such planning documents.
6. Make available to Youth with Disabilities and their parents/guardians information about benefits counseling services related to employment and SSI and SSDI and Social Security work incentives, including the Ticket to Work, and state benefits (e.g., TennCare) by the earlier to occur of (i) the student's commencement of employment and (ii) the fall semester of the next to last year before the student's anticipated exit from school.
7. Follow DOE/DSP guidance on placing Youth with Disabilities in employment while they are attending school and utilize available Partner Agency services when such placement is made.
8. With respect to Youth with Disabilities who are covered by planning documents of other Partner Agencies (e.g., IPE and ISP), invite appropriate representatives of those other Partner Agencies to the meetings in which those student's IEP's or, when appropriate, Section 504 plans are developed or revised.
9. Assist the Partner Agencies in outreach to Youth with Disabilities who are on 504 Plans or receiving mainstream educational services.

## TENNESSEE DEPARTMENT OF INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

### STATE ROLES AND RESPONSIBILITIES

DIDD will:

1. Provide available employment data to Partner Agencies through the Tennessee Longitudinal Data System regarding Youth with Disabilities in long-term employment and identify Youth with Disabilities under 22 years of age who have received services.
2. Advise adult service providers regarding the importance of attending IEP/IPE meetings for Youth with Disabilities who are enrolled in their programs and encourage them to attend those meetings.
3. Conduct outreach activities for Youth with Disabilities and their families about DIDD and DIDD related employment programs, the application process, eligibility requirements and the scope of its services.

## TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT (TDLWD)

### STATE ROLES AND RESPONSIBILITIES

TDLWD will and will direct its local workforce investment areas to:

1. Collaborate with Partner Agencies in the development of permanent job sites for Youth with Disabilities.
2. Work with employers to educate and inform them about federal and state tax incentives to employ Youth with Disabilities (e.g., the Work Opportunity Tax Credit and Tennessee Jobs Tax Credit for Hiring Persons with Disabilities).
3. Educate Partner Agencies on the Workforce Development System in Tennessee and services through America's Job Centers that might provide assistance with the transition of Youth with Disabilities to Integrated Employment. Such services for eligible Youth With Disabilities include:
  - A. Providing career development services, such as interest inventories, career exploration activities and tools, and occupational information based on labor market conditions;
  - B. Offering counseling services, including providing information about resume preparation, interview skills, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility);
  - C. Providing Youth with Disabilities with quality individualized learning plans that promote opportunities for self-exploration, career exploration, career planning, and postsecondary education and training in order to advance short- and long-term career goals;
  - D. Providing information about career options like Registered Apprenticeships and pre-apprenticeship programs like Job Corps and YouthBuild that provide "earn and learn" opportunities that can lead to industry-recognized credentials;
  - E. Creating awareness about summer youth employment programs that frequently offer job shadowing, mentoring and supportive services;
  - F. Connecting with state and local career pathway efforts that work to develop clear sequences of education and training that span secondary and postsecondary education and lead to industry-recognized credentials and in-demand, well-paying jobs in high-growth sectors
4. Upon request by local representatives of Partner Agencies, participate in transition planning meetings for Youth with Disabilities (e.g., IEP, IPE, ISP or similar meetings) by providing technical assistance regarding career planning, information regarding area businesses/employers and area employment opportunities. Services that TWLDD can offer to eligible Youth with Disabilities to support these planning processes include:
  - A. Increasing exposure and career guidance for Youth with Disabilities;
  - B. Enhancing and expanding current guidance and career counseling efforts by adding a focus on career readiness and success that is aligned with their academic programs, job search needs and plans for postsecondary education;



- C. Developing partnerships with business, industry and unions in the design and delivery of career planning;
  - D. Disseminating college and career guidance and planning resources and tools; and
  - E. Providing school counselors with information that would result in improved job performance, reduced burden and enhanced direct services to Youth with Disabilities.
5. For Youth with Disabilities determined eligible for TDLWD workforce preparation programs, TDLWD representatives will provide access to the workforce training services. TDLWD representatives may provide direction for the Youth with Disabilities on the worksite; maintain contact with the worksite supervisor concerning training programs; and make applicable local Partner Agency staff aware of progress or concerns at the worksite.
6. Work to raise awareness of and educate employers on the services offered through Partner Agencies to effectively address employer's employment needs through Youth with Disabilities.

## TENNESSEE DEPARTMENT OF MENTAL HEALTH AND SUBSTANCE ABUSE SERVICES

### STATE ROLES AND RESPONSIBILITIES

TDMHSAS will:

1. Commit staff to work to raise awareness and educate the Tennessee Association of Mental Health Organizations ("TAMHO") and other provider organizations to effectively address employment needs of Youth with Disabilities who are eligible for TAMHO member's services and resources available through Partner Agencies.
2. Build state capacity to support provider agencies in collaborating with local Partner Agencies, including expanding content expertise in the Statewide System of Care Technical Assistance Center to include addressing employment needs of Youth with Disabilities in the mental health system.
3. Request that each Regional Planning and Policy Children's Committee add employment for Youth with Disabilities to their quarterly meeting agendas for the purpose of providing information to members regarding employment related services available from Partner Agencies for Youth with Disabilities, which they can disseminate to their agencies.

In witness whereof, the Partner Agencies have executed this MOU as of the term described herein.

Department of Intellectual and Developmental  
Disabilities

Debra K. Payne 5-19-15  
By: Debra K. Payne  
Title: Commissioner

Department of Human Services

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By: Dr. Raquel Hatter  
Title: Commissioner

Council on Development Disabilities

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By: Wanda Willis  
Title: Executive Director

Department of Labor and Workforce Development

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By: Burns P. Phillips, III  
Title: Commissioner

Department of Education

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By: Dr. Candice McQueen  
Title: Commissioner

Department of Mental Health and Substance Abuse  
Services

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By: E. Douglas Varney  
Title: Commissioner



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Candice McQueen <sup>JP</sup> 7/1/15  
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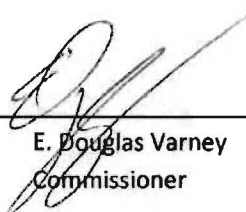
By: Dr. Raquel Hatter  
Title: Commissioner

Department of Labor and Workforce Development

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By: Burns P. Phillips, III  
Title: Commissioner

Department of Mental Health and Substance Abuse  
Services



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By: E. Douglas Varney  
Title: Commissioner