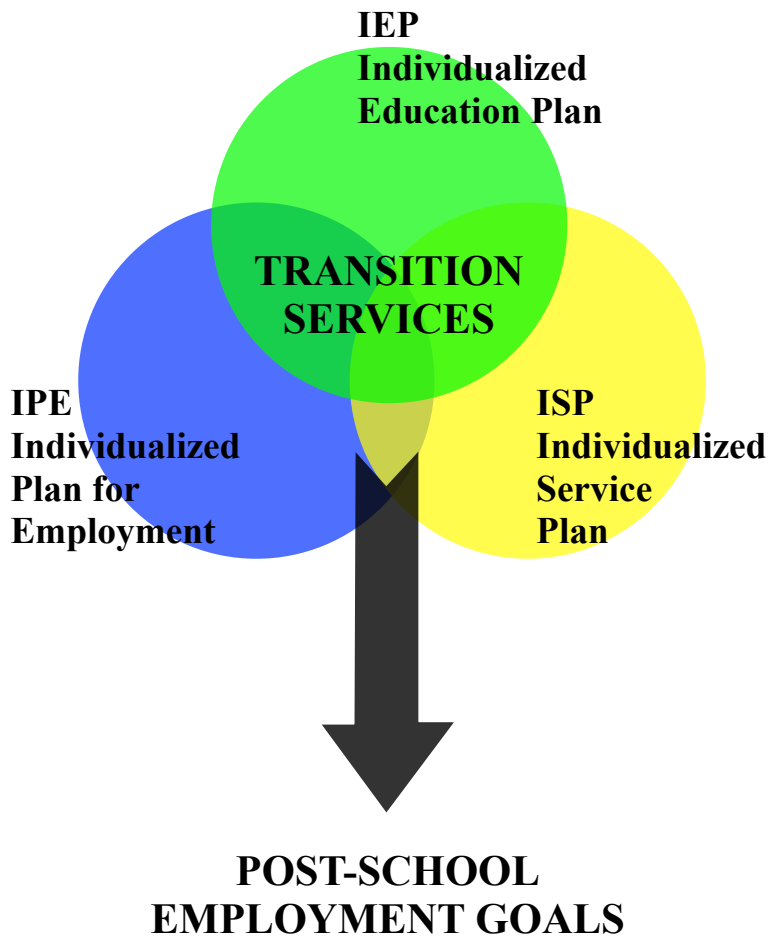


# *Transition Action Guide*

## *For Post-School Planning*

(Revised: 05/2010)

*In Support of  
The Interagency  
Agreement*



# Interagency Agreement

## Agency Infrastructures Related to Transition Services

### Wisconsin Department of Public Instruction (DPI)

Division of Learning Support: Equity and Advocacy (DLSEA)

### Wisconsin Department of Workforce Development (DWD)

Division of Vocational Rehabilitation (DVR)

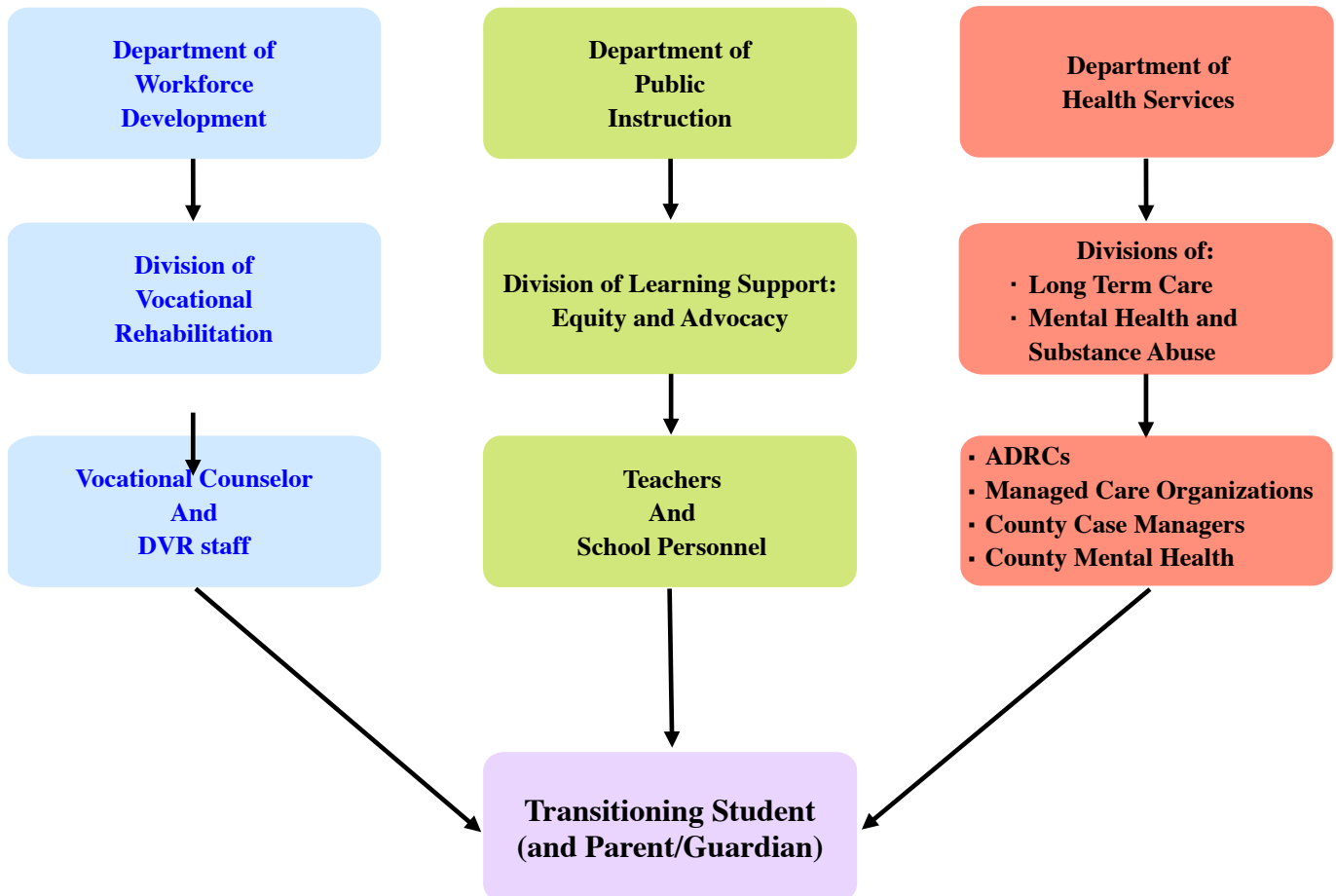
### Wisconsin Department of Health Services (DHS, formerly DHFS)

Division of Long Term Care (DLTC)

Bureau of Aging & Disability Resources (BADR)  
Office of Independence and Employment (OIE)  
Office of Family Care Expansion (OFCE)  
Office of Resource Center Development (ORCD)  
Bureau of Long Term Support (BLTS)

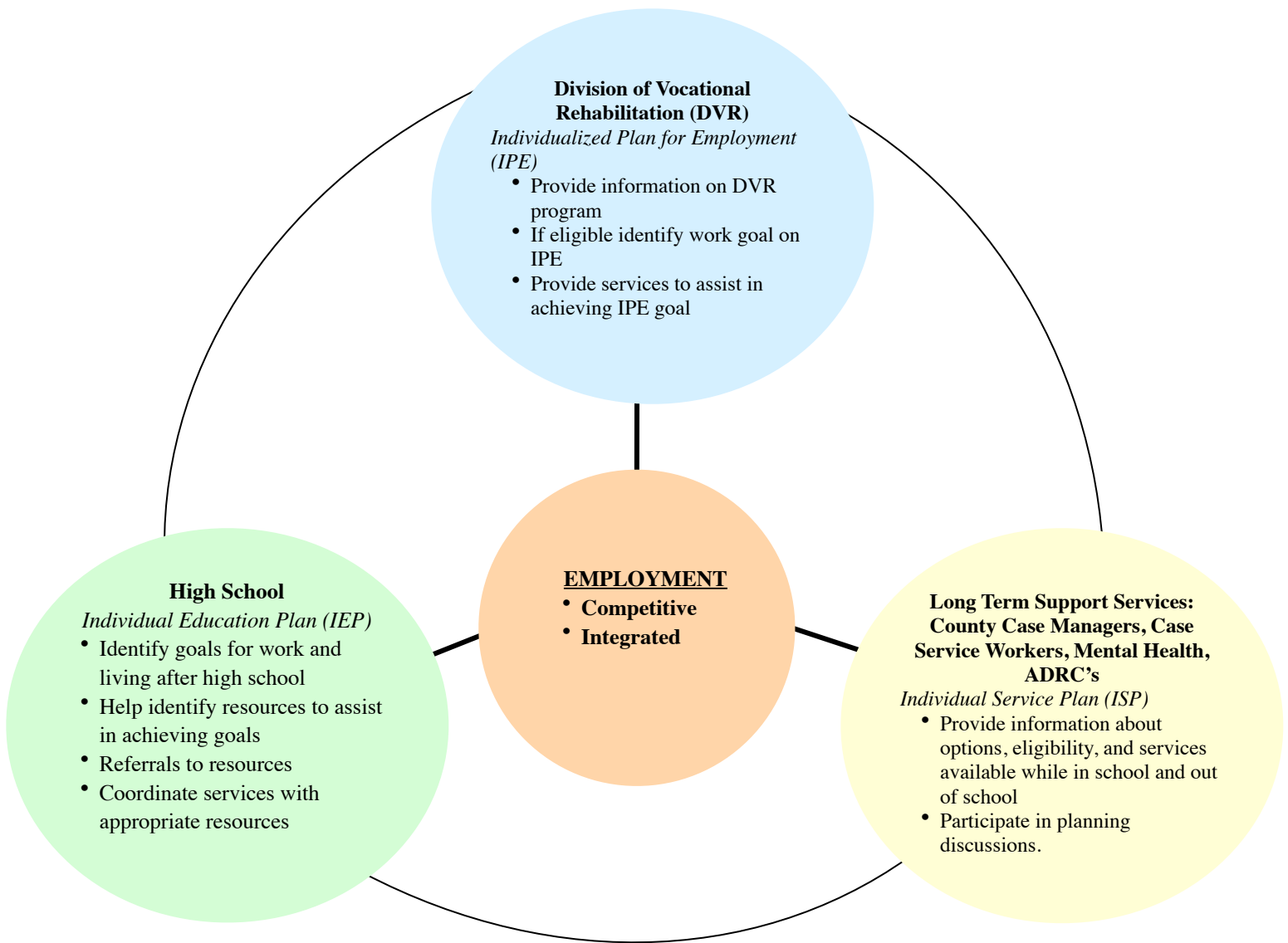
Division of Mental Health and Substance Abuse Services (DMHSAS)

Bureau of Prevention and Treatment & Recovery (BPTR)



An electronic version of this document can be found on DVR's Transition Services web page at: <http://dwd.wisconsin.gov/dvr/tran.htm>.

# Technical Assistance Guide Visual



## How to Use This Guide

This Technical Assistance Guide (TAG) was developed to assist in the improvement of communication, coordination, and services for students with disabilities transitioning from school to work. It was designed to be useful for all persons and agencies (stakeholders) involved in the transition process. How a stakeholder uses this document will vary depending upon their needs at the time of use. Included here are some testimonials from various stakeholders on how they have found this guide to be helpful.

*“I bring copies of the process model to all IEP meetings for the team to reference and this has facilitated effective communication and also has allowed and encouraged team members to actively participate in the process. I find that it promotes greater involvement and communication in the transition process and reduces confusion and concern about the process”.*

*-DVR Counselors*

*“I have shared this document with members of our County Council, parents, youth, and teachers. When they first see it, you can tell they are somewhat surprised by the length of the document. With a simple explanation of how the guide works, you can see how pleased they are to have found such a useful document. Several parents commented they wish they would have had this guide when their children were still in school. We need to give the guide to families once in middle school and at least once in high school.”*

*-Director of Special Education*

*“The Transition Action Guide is a tool that I use to help parents understand how important it is for them to be actively involved in their child’s education, on a daily/annual basis, as well as for long term planning. When parents or students seek information about services and supports after they leave school, and appear to have little confidence or clarity about their roles and responsibilities, the TAG serves as a good introduction and gives them practical tips that they can start doing immediately”.*

*- County Disability Benefits Specialist*

*“We have used the guide as a resource for interagency planning and networking of Transition Advisory councils when we hosted a series of regional meetings. We particularly focused on roles and responsibilities of stakeholders including the benefits of interagency collaboration to assist in the transition process from high school to work, postsecondary education, training and independent living.*

*-Transition Consultant State Level*

*“I have used the TAG booklet when I present and talk to other youth. I have them look at the role of youth in the stakeholder section. It also helps them to understand what agencies and teachers are responsible for in the transition process.”*

*-WI Statewide Transition Initiative Youth Leadership Coordinator*

*“Wow! I just had a meeting in which a representative of DHS was asking what the school’s responsibility was. I used the TAG to show what everyone’s responsibility was.”*

*-Regional Transition coordinator*

*“My son is just about finished with high school. Most of his teachers have been a tremendous help in getting him to where he is today. Up until recently, I had considered myself to be pretty savvy about*

*special education and its programs and services. That is, until I looked at the recent Transition Action Guide. I have discovered things I never knew, but wish I had known about years ago. There are many day-to-day challenges with my child's behavior, and I have been very worried about what his future will be like. The "TAG" has helped me understand who is supposed to be doing what (and who can do what); I feel much better about what will happen to my son when he finally graduates in a few years. And I know who my partners are!"*

*-Parent of a youth with severe disabilities*

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## Preface

**This Transition Action Guide (TAG) was developed by a work group comprised of members from:**

- ☑ **The Department of Workforce Development- Division of Vocational Rehabilitation:**  
Assists individuals with disabilities to gain, retain, or advance in employment.
- ☑ **The Department of Public Instruction:**  
Ensures all children are provided free and appropriate public education.
- ☑ **The Department of Health Services (formerly DHFS):**  
Protects and promotes the health and safety of the people of Wisconsin, while encouraging an open and respectful service and support system, with choices for all people with disabilities, that enhances everybody's quality of life.
- ☑ **The Wisconsin Rehabilitation Council:**  
The citizen advisory council, appointed by the Governor, advises and assists DVR in improving services for Wisconsin citizens with disabilities.

### Core Values of this Transition Action Guide

**The following core values were agreed to by the Departments and Divisions involved in the development of this guide:**

- **Transition is Essential:** Transition is important for all students, regardless of disability. Transition provides the focus and early planning for all youth with disabilities to move towards achieving their goals.
- **Outcome Focused:** Transition services are to help students achieve their goals of training/ education, employment, and independent living.
- **Achieve More Together:** By working together, as equal partners, we can create a seamless transition from school to work. We can make sure that all of the students needs are identified and addressed. We all have something to contribute!
- **Student and Family Involvement:** Students and their families should actively be involved in the entire transition process. They should be full and meaningful partners in the process.
- **Identification of Roles and Process:** By identifying the roles of the partners and the process we can know what to expect and what to ask for. Possibilities and options can then be discussed.
- **Increase Understanding:** Share information to allow all partners to understand roles, responsibilities, and resources to help in transitioning.
- **Individualization:** Transition services are not the same for all students. Services should revolve around each student's specific interests, abilities, and needs.

## **Introduction**

### *Supporting the Interagency Agreement*

This **Transition Action Guide (TAG)** was developed to support the 2007 Interagency Agreement between the Department of Workforce Development (DWD), the Department of Public Instruction (DPI), and the Department of Health Services (DHS). This guide suggests best practices and resources to assist key stakeholders (students, parents/guardians, teachers, counselors, case managers, etc.) involved in the transition process. This tool can be used as a framework to improve communication, coordination, and services for students with disabilities transitioning from school to work.

#### **Background:**

In 2004 DPI - Division of Learning Support: Equity and Advocacy (DLSEA) and DWD - Division of Vocational Rehabilitation (DVR) began working together to develop an Interagency Agreement. The purpose of the agreement was to fulfill the mandates of the Individuals with Disability Education Act (IDEA) and the Rehabilitation Act, as well as to clarify agency roles and establish suggested guidelines for working on transition activities for students with disabilities in the state of Wisconsin.

In 2004, IDEA was updated. The changes to this Act made it necessary to update the 2004 agreement and created an excellent opportunity to include DHS - Division of Long Term Care (DLTC) and Division of Mental Health and Substance Abuse Services (DMHSAS), and the Wisconsin Rehabilitation Council (WRC). With the new partners, a very important piece of the transition puzzle was addressed: *long-term support services*. Over several months, a group of representatives from DPI, DVR, DHS and WRC worked together to create an updated Interagency agreement. This agreement was signed in July 2007.

The Interagency Agreement can be viewed at:

[http://dwd.wisconsin.gov/dvr/pdf\\_files/dpi\\_interagency\\_agreement.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf)

This Document and other transition resources can be found at:

<http://dwd.wisconsin.gov/dvr/tran.htm>

#### **Inclusion of Department of Health Services (DHS) in the 2007 Interagency Agreement:**

In 2007, DHS (formerly DHFS) agreed to be an active partner in the agreement, with DPI and DVR. DHS has been administering long-term services and supports through a county-based system for more than two decades, and is currently replacing this service delivery system with an initiative called Family Care. This conversion is expected to be completed throughout the state of WI, over the next 3-5 years. Family Care is a combination of private and public efforts that serve people 18 and above and uses local Aging and Disability Resource Centers (ADRCs) as the point of entry for these services and supports. DHS is also introducing a self-directed supports waiver (IRIS), in conjunction with Family Care.

Currently, some areas of the state remain under the county system of service, while others are already working with Managed Care Organizations (MCOs) under the Family Care initiative. While DHS acknowledges that roles and procedures are changing on the local level, the commitment to a coordinated transition from school to the world of adults remains a high priority. Integrated employment, based on the choices of each individual, is a core value in both service models. It will be important for those involved in the transition process to become familiar with the long-term care resources and systems that exist in their area.

We hope that everyone involved in the transition process finds this guide to be a useful tool in their efforts to assist students with disabilities transition from school to work!

## Overview of Benefits by Stakeholder

This is an overview of how students with disabilities and each stakeholder can benefit from the new collaboration. It shows how we can work *with and for* a student as he or she transitions from school to employment and adult life. Each of us needs to take specific steps to make this an efficient, effective and seamless process.

### A few examples of how the new collaboration can help you:

<b>For students:</b> <ul style="list-style-type: none"> <li>• Improved career planning, improved wages</li> <li>• Timely benefits/options counseling with fewer or no waiting lists</li> </ul>	<ul style="list-style-type: none"> <li>• More integrated settings</li> <li>• Greater self-determination, empowerment</li> <li>• Increased successful employment outcomes</li> <li>• More employer and business partnerships</li> <li>• Equal access and benefits; Better adult life</li> </ul>
<b>For parents:</b> <ul style="list-style-type: none"> <li>• Timely help, answers and guidance from a local team of stakeholders communicating and collaborating regularly</li> <li>• Seamless service with fewer frustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of roles, duties of stakeholders</li> <li>• More hope for student's future as an employee</li> <li>• Less worry about student's future as an adult</li> </ul>
<b>For teachers, school team members:</b> <ul style="list-style-type: none"> <li>• Bigger team to help teacher educate and guide student</li> <li>• Easier, earlier and faster access to support services</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication among stakeholders</li> <li>• Identification of stakeholders to resolve problems</li> <li>• More job satisfaction as students succeed</li> <li>• Improved relationship with parent/guardian</li> <li>• Fewer or no waiting lists</li> </ul>
<b>For Division of Vocational Rehabilitation representatives:</b>	
<ul style="list-style-type: none"> <li>• Timely and appropriate referral of youth</li> <li>• Maximizing resources, reducing duplication</li> <li>• Improved transition planning, coordination of services for youth</li> </ul>	<ul style="list-style-type: none"> <li>• Earlier involvement to help stakeholders make better choices</li> <li>• Better communication to improve teamwork</li> </ul>
<b>For county case mgrs, child service workers, mental health professionals:</b>	
<ul style="list-style-type: none"> <li>• Timely and appropriate referral of youth</li> <li>• Better communication to improve teamwork and planning</li> <li>• Maximizing resources, reducing duplication</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of stakeholders to resolve problems</li> <li>• Earlier involvement to help stakeholders make better choices</li> </ul>
<b>For Aging and Disability Resource Center representatives:</b>	
<ul style="list-style-type: none"> <li>• Increased understanding of roles, duties of stakeholders</li> <li>• Improved transition planning, coordination of services for youth</li> </ul>	<ul style="list-style-type: none"> <li>• Improved communication among stakeholders</li> <li>• Identification of stakeholders to resolve problems</li> <li>• Maximizing resources, reducing duplication</li> </ul>

## Transition Process Model

The Departments of Public Instruction (DPI), Workforce Development (DWD), and Health Services (DHS) have jointly developed the following “Transition Process Model”. This model identifies six areas of collaboration that can help schools, students, parents/guardians, the Division of Vocational Rehabilitation (DVR), counties, and Aging & Disability Resources Centers (ADRCs) in the transition process.

### The Six Transition Process Model Areas are:

#### 1. Identifying the measurable post school employment goals:

- Teachers, students, parents/guardians, and other stakeholders as determined appropriate (DVR and DHS) will help the students develop their post school employment goals in either education or training, employment and, as appropriate, independent living through age appropriate activities.

#### 2. Providing information about DVR and DHS services:

- The schools, DVR, and DHS will provide opportunities and outreach to allow students and their parents/guardians to learn about DVR and DHS services at least two years prior to graduation or earlier if appropriate.
- Information will be provided through various formal and informal means, such as presentations, Individualized Education Plan (IEP) meetings, brochures, etc.
- Schools will obtain parental consent before DVR or DHS are invited to IEP meetings or individual meetings with students.

#### 3. Making referrals to DVR and DHS when it appears their services will be necessary:

- Schools will assist students and parents/guardians to meet with DVR to consider applying for DVR services.
- Referral for services should occur two years before graduation or earlier, if appropriate.
- Schools will assist students and parents/guardians to meet with DHS to consider applying for DHS funded services.
- Consultation with DHS will occur at least two years before graduation or no later than 6 months before the student turns 18 years of age.

#### 4. Developing transition plans for jointly-served students:

- The DVR counselor and county/Managed Care Organization (MCO) case manager (or designated liaison) may be invited to every IEP meeting (after obtaining parental consent to attend) for students found eligible for their services (technical assistance can be provided for those not eligible).
- If appropriate, it is encouraged that a portion of the IEP meeting be devoted to writing, reviewing, or coordinating the Individualized Plan for Employment (IPE) and/or the Individual Service Plan (ISP) with the IEP and ensuring needed services and supports to achieve the goals are identified in the plans.

#### 5. Plan Coordination for jointly-served students:

- The school, DVR, and DHS will work together, for eligible students, to coordinate services needed for the student to achieve their post school goals.
- The school will arrange for services and monitoring of services agreed to in the IEP; DVR and DHS will do the same for IPEs and ISPs.

## **6. Implementation, Review, and Changes:**

- Each IEP, ISP and IPE must be reviewed at least annually for progress and needed changes.
- The IEP, ISP, and IPE will be reviewed by the student, parent/guardian, provider of the plan, and all other stakeholders as appropriate.
- With prior consent from parents/guardians, a copy of each revised IEP, ISP and IPE will be provided to parents/guardians, students, county representative, the DVR counselor, and the MCO case manager.

## **Transition Process Model Roles and Responsibilities**

To assist all stakeholders in understanding their roles and responsibilities in relation to the “Transition Process Model”, the following sections were developed as a basic guide to facilitate success for the student, and to ensure effective communication between these agency stakeholders.

These sections allow you to see what you can expect from other stakeholders in the transition process (their roles and responsibilities), as well as look at what other stakeholders can expect from you.

Key stakeholders, for the purpose of this guide, are identified as: the student; parents/guardians; teachers and various school personnel; representatives from DVR, including Vocational Rehabilitation Counselors; representatives of the long term care system, especially those from Aging and Disability Resource Centers (ADRCs), County case managers and workers associated with Intake and Family Support programs, as well as representatives of County mental health services.

Not all stakeholders will be involved with every transition student. DVR, Aging and Disability Resource Centers, Managed Care Organizations, and other County/ State service programs may be involved based upon the student’s individual needs, and/or eligibility for services and supports.

As mentioned in the introduction, not all areas of the State are under the same long term support service system, nor will they be for several more years. During the transition from a County-based service system to the new Long-term Care system, stakeholders should become familiar with the service system in their area. More than half of Wisconsin is served by ADRCs (Aging and Disability Resources Centers); 28 of them now serve 35 counties, covering 65% of the state population (which have converted long term services to the Family Care and Self-directed Waiver Programs).

### **Color coded roles and expectations:**

You can find what you are expected to do and what others may expect of you by locating your role below and noting the color of that line. That same color will be used for specific items relating to your role and activities in the following pages.

**Student**

**Parent/Guardian**

**Teachers or School Team Members**

**Division of Vocational Rehabilitation Representatives**

**County Case Managers, Child Service Workers, and Mental Health Professionals**

**Aging and Disability Resource Centers (ADRC) Representatives**

## *As a Student I can expect:*

### **My Parent/Guardian to:**

- Help me explore and decide what I want to do for work and living after school.
- Provide consent for agencies/people to help me learn about their services and work towards my goals.
- Help me invite these agencies to my IEP meetings and apply for services.
- Help me complete activities that we decide will help me meet my goals.
- Help me make sure my IEP, IPE, and other plans coordinate with each other and are reviewed annually.

### **My Teachers or School Team Members to:**

- Starting at age 14, or earlier if needed, help me identify my goals for work and living after finishing school and complete activities that will help me meet my goals.
- At least two years prior to graduation help me identify who else may be able to help me reach my goals, such as the Division of Vocational Rehabilitation, learn about their services and help me invite them to my IEP meetings (with my consent).
- At least two years prior to graduation help me apply for these agencies services, provide referral information, and coordinate plans and services to assist me towards achieving my goals.
- Review my IEP with me and appropriate stakeholders annually for progress updates and needed changes.
- Meet with me my last year of school and let me know how I have done towards achieving my goals and what else may help me in achieving my goals.

### **Division of Vocational Rehabilitation Representatives to (at least two years prior to graduation):**

- Provide me with information and/or talk to me about their program, attend my IEP meetings as invited, and help me determine my work goals for after finishing school and activities for achieving my goals.
- Send me an application when I ask for one and determine my eligibility for services.
- If I am eligible and off the waitlist, help me develop an Individualized Plan for Employment (IPE), coordinate this plan and services with my IEP, and other agencies plans.
- Provide agreed to services to help achieve my work goal, ensure progress is being made.
- Review my IPE with me and appropriate stakeholders annually.

### **County Case Managers, Child Service Workers, and Mental Health Professionals to:**

- Provide support to me, my teacher, and my family member/guardian by attending the IEP meeting when invited.
- Share current information about options, eligibility, and services available now, and when I leave school.
- Participate in planning discussions, to help me and my transition team to make good and appropriate decisions about courses of action during the final years of school.

### **Aging and Disability Resource Centers (ADRC) Representatives to:**

If I am under 18,

- Help me learn about my options for employment and living after I leave school.
- Provide information to my school and my parents/guardian about these local options.

If I am older than 17 yrs, 9 mo,

- Help me understand my eligibility for long-term services and supports.
- How to apply for benefits, and advise me about my options so that I can use my remaining years in school to the maximum of my abilities.

***As a Student, I am expected to:***

**Prepare for my IEP meetings:**

- Talk to my teachers about who should attend my IEP meetings and why (DVR, DHS, etc.).
- Obtain their contact information from my teacher.
- With the help of my teacher and parent/guardian invite them to my IEP meeting.
- Think about what I want to do for a job when I am done with school and why.
- Talk to my teacher and parent/guardian about my interests and possible post-school goals.

**Participate in my IEP meetings:**

- Help run my meetings.
- Ask questions as needed.
- Share my thoughts and be part of the discussions occurring.
- Talk about my interests and what I would like to do when I am done with school.
- Develop my work and living goals for after school.
- Determine what I can do now and in the future to achieve those goals.

**Work towards my goals:**

- Complete activities that we agree will help me achieve my goals.
- Apply for programs, services and/or supports that will help me achieve my goals.
- Work with these programs to help me achieve my goals.
- Ask questions as needed, to make sure I understand my options and what I need to do.
- Make progress towards my goals.

## ***As a Parent I can expect:***

### **My Student to:**

- Complete activities that will help him/her identify their work and living goals for after school.
- Invite people to his/her IEP, help run his/her IEP meeting, and decide their goals.
- Complete activities to work towards achieving their goals, ask questions as needed and be part of the discussions occurring.
- Work with agencies as appropriate (DVR, DHS) including applying for services, develop plans, completing agreed to services, being actively engaged in the process and make progress towards achieving his/her goals.

### **Teachers or School Team Members to:**

- Starting at age 14, or earlier as appropriate, help my student decide his/her goals for work after school and living and identify and complete activities that will help him/her meet their goals.
- Help decide who else may be able to help my student reach his/her goals, such as the Division of Vocational Rehabilitation or long term support resources.
- At least two years prior to graduation have me become familiar with these agencies, provide consent, help my student apply for services as appropriate, provide referral information, and work together with these agencies/people to help my student achieve his/her goal.
- Evaluate my student's progress annually with all appropriate stakeholders, provide me with a summary of my student's performance his/her last year of school and make recommendations to assist him/her in achieving his/her goals.

### **Division of Vocational Rehabilitation Representatives to (at least two years prior to graduation):**

- Give me and my student information and/or talk to us about their program, attend my student's IEP meetings when invited, help determine work goals for after finishing school and activities for achieving his/her goals.
- Send an application when requested and determine if my student is eligible for their program.
- If eligible and off the waitlist, develop an Individualized Plan for Employment (IPE) and provide agreed to services to help my student achieve his/her work goal.
- Coordinate my students IPE with his/her IEP and other plans as appropriate.
- Ensure my student is making progress towards his/her work goal and update his/her IPE annually with all stakeholders as appropriate.

### **County Case Managers, Child Service Workers, and Mental Health Professionals to:**

- Assist me in understanding and gaining knowledge about my student's options for services and supports while he/she is still under 18 yrs old.
- Refer me to the Aging and Disability Resources Center which will give me information and provide assistance, so I can learn about my student's options when he becomes an adult (18 yrs).

### **Aging and Disability Resource Centers (ADRC) Representatives to:**

- Provide information and assistance about service and support options that exist locally, when my student becomes 18.
- Determine functional eligibility for long-term services, once my child turns 17 yr 9 mo.
- Explain options for local services and supports, so that the school and I can make informed choices about education options and post-school activities.
- Collaborate with the schools and other service agencies to help me understand and prepare for all of the important factors and timelines that I need to know about.

***As a Parent/Guardian I am expected to:***

**Help my student prepare for his/her IEP meetings:**

- Help him/her explore their interests related to living and work goals for after school.
- Give permission for agencies/people, who may help my student achieve his/ her goals, to work with my student.
- Become familiar with these agencies/people and help invite them to the IEP meetings.

**Participate in my student's IEP meeting:**

- Ask questions as needed.
- Share my thoughts and be part of the discussions occurring.
- Help my student develop his/her work and living goals for after school.
- Help determine what can be done now and in the future to help him/her achieve those goals.

**Help my student achieve his/her goals:**

- Help my student complete activities that will help him/her achieve their goals.
- Help my student understand their choices and apply for programs such as DVR and DHS that will help him/her achieve their goals.
- Work with these programs to help determine my student's eligibility and help my student achieve his/her goals.
- Be an active member of my student's interdisciplinary team.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.
- Ask questions as needed.
- Help ensure my student is making progress towards his/her goals and plans are reviewed annually.

### ***As a Teacher or School Team Member I can expect:***

#### **Students to:**

- Complete activities that will help him/her identify their work and living goals for after school.
- Invite people to his/her IEP meeting, help run his/her IEP meetings, and decide their goals.
- Complete activities to work towards achieving their goals.
- Ask questions as needed and be part of the discussions occurring.
- Work with agencies as appropriate (DVR, DHS) including applying for services, developing plans, and completing agreed to services.
- Be actively engaged in the process and make progress towards achieving his/her goals.

#### **Parent/Guardian to:**

- Help their student explore and develop work and living goals for after school.
- Sign (obtain) consents to allow DVR and DHS to be active participants in their student's transition.
- Become familiar with the DVR and DHS representatives, and help their student invite them to their IEP meetings, as appropriate, and apply for services.
- Be an active participant in the transition process and help their student with activities and seek services that will help him/her achieve his/her post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans, progress is being made, and plans are reviewed annually.
- Discuss with the school the need for referral to DVR if not made within two years from graduation.

#### **Division of Vocational Rehabilitation Representatives to (at least two years prior to graduation):**

- Provide information and outreach on DVR services to me and my students, with consent as needed, through various means such as presentations, brochures, and attending IEP meetings as needed, or at least two years prior to graduation.
- Provide Employment Planning Consultation as needed, or at least two years prior to graduation.
- Provide employment information and assist in identifying appropriate post school goals, as needed.
- Provide applications for services upon request and determine eligibility for services on all referrals.
- For eligible students, coordinate the IEP and IPE goals and the services needed to achieve the employment goal.
- For eligible students, attend IEP meetings and evaluate the student's progress towards achieving his/her employment goal and update IPE annually.

#### **County Case Managers, Child Service Workers, and Mental Health Professionals to:**

- Be in contact with me about service and support options that are available to meet student's needs.
- Be willing to discuss procedures for accessing service and supports prior to age 18.
- Help the student and family understand options and timelines for accessing services and supports.

#### **Aging and Disability Resource Centers (ADRC) Representatives to:**

- Keep me informed about important timelines and factors that a student and/or the parent/guardian must know about, after the student leaves/exits school.
- Attend in-service/training events to communicate with educators and school administrators.
- Attend events that are intended to help groups of parents/guardians (e.g. parent nights) to be prepared for actions that can occur once the student turns 17yr 9mos.

***As a Teacher or School Team Member, I am expected to:***

**Prepare for the student's IEP meetings:**

- Become familiar with various program representatives and their programs.
- Help the student identify who should be invited to the IEP meetings.
- Obtain consent to invite these identified participants.
- Help the student invite the identified participants.
- Help the student explore their goals for work and living after high school.

**Participate in the IEP meetings:**

- Share my thoughts and be part of the discussion occurring.
- Help the student identify his/her IEP goals for work and living after finishing school (starting at age 14 or earlier if needed).
- Help determine what can be done now and in the future to help him/her achieve those goals.

**Help the student achieve his/her goals:**

- Help the student complete activities that will help him/her achieve their goals.
- Help the student review their choices and apply for appropriate programs such as DVR and DHS that will help him/her achieve their goals (with consent).
- Provide necessary and appropriate information to other agency personnel regarding the student to assist with referrals and coordinating plans (with consent).
- Maintain familiarity with current resources available to students and their guardian/family members, in order to include them in on-going planning efforts and encourage contact by student/family.
- Work with these programs and coordinate plans and services.
- Evaluate the student's progress towards achieving post school goals and update IEP annually.
- Provide the student and parent with a summary of the student's performance their last year of school.

***As a Division of Vocational Rehabilitation Representative I can expect:***

**Students to:**

- Complete activities that will help him/her identify their work and living goals for after school.
- Invite DVR to his/her IEP meetings, help run his/her IEP meetings, and decide their goals.
- Complete activities to work towards achieving their goals.
- Ask questions as needed and be part of the discussions occurring.
- Work with DVR including applying for services, developing their IPE, and completing agreed to services.
- Be actively engaged in the process and make progress towards achieving his/her goals.

**Parent/Guardian to:**

- Help their student explore and develop work and living goals for after school.
- Sign (obtain) consents to allow DVR to be active participants in their student's transition.
- Be familiar with the DVR representatives and help their student invite them to their IEP meetings, as appropriate, and apply for services.
- Be an active participant in the transition process and help their student with activities and services that will help him/her achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans, progress is being made, and plans are reviewed annually.
- Discuss with the school the need for a referral if it is not made within two years from graduation.

**Teachers or School Team Members to (at least two years prior to graduation):**

- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of post school goals.
- Have consents signed for students to allow DVR to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with DVR services and representative.
- Make referrals as appropriate, with consent, no later than two years away from graduation, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP, as appropriate, and encourage participation of all stakeholders in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

**County Case Managers, Child Service Workers, and Mental Health Professionals to:**

- Provide current information about services and supports that are available to each student, before the age of 18.
- Coordinate services with ADRCs and MCOs, where they exist as an option after the student turns 18.

**Aging and Disability Resource Centers (ADRC) Representatives to:**

- Collaborate with each student's team, once he/she turns 17 yrs 9 mo.
- Keep me informed about timelines and updated on employment options selected by the student.
- Refer student and parent/guardian to VR when appropriate.

***As a Representative of the Division of Vocational Rehabilitation, I am expected to (at least two years prior to graduation, or earlier if appropriate):***

**Prepare for the IEP meetings:**

- Provide outreach to student.
- Respond to IEP meeting requests.
- Provide Employment and Planning Consultation.
- Attend IEP meetings when invited and available (at least two years prior to graduation).
- If not able to attend, provide information on DVR services and eligibility criteria to students, their parents, and other stakeholders as appropriate.

**Participate in the Student's IEP meetings:**

- Provide information on DVR services and eligibility criteria to students, their parents, and other stakeholders as appropriate.
- Share thoughts and be part of the discussion occurring.
- When requested provide an application for services and determine eligibility for services.
- Help the student develop his/her work and living goals for after school.
- For students found eligible, develop the IPE at the meeting to ensure aligns with IEP.
- Help determine what the student can do now and in the future to help him/her achieve their goals.

**Help the student achieve his/her goals:**

- Coordinate services with the school and other stakeholders, as appropriate, for students found eligible for DVR services.
- Provide services agreed to and listed in the IPE.
- Provide consultation services as needed and appropriate.
- Help ensure the student is making progress towards his/her goals.

***As a County Case Managers, Child Service Workers, and/or Mental Health Professional I can expect:***

**Students to:**

- Complete activities/ services to help him/her in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting me to their IEP meetings, as appropriate and being active in completing services, as appropriate.

**Parent/Guardian to:**

- Help their student explore and develop work and living goals for after school.
- Sign (obtain) consents to allow key stakeholders to be active participants in their student's transition.
- Be familiar with the County of responsibility representatives and help their student invite them to their IEP meetings, as appropriate, and apply for services.
- Be an active participant in the transition process and help their student with activities and services that will help him/her achieve their post school goals.
- Ensure that post-school goals and services are coordinated between their IEP, IPE, and ISP, progress is made, and his/her plans are reviewed annually.

**Teachers or School Team Members to (at least two years prior to graduation, or no later than 6 months before turning 18):**

- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of post school goals.
- Have consents signed for students to allow me to attend IEP meetings and present information to the students, if the student is younger than 17 yrs, 9 mos.
- Encourage students and their families to become familiar with County services and representative as early as possible.
- Make referrals as appropriate, with consent, no later than two years away from graduation, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all stakeholders in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

**Division of Vocational Rehabilitation Representatives to (at least two years prior to graduation):**

- Assist the teacher and schools in determining when a referral to the county would be appropriate.
- As eligible and needed, coordinate plans, services and supports with the County that will assist the student in achieving their post school employment goal.
- For eligible students, evaluate the student's progress towards achieving his/her employment goal and review his/her IPE annually.

**Aging and Disability Resource Centers (ADRC) Representatives to:**

- Collaborate on all transitioning activities for students reaching the age of eligibility.
- Maintain on-going communication about student's needs as they begin to plan for their educational and work life after 18.

***As a Representative of the County's Intake/Family Support Program, or Mental Health Services, I am expected to (at least two years prior to graduation, or no later than 6 months before turning 18):***

**Prepare for the IEP meetings:**

- Respond to IEP meeting requests.
- Attend IEP meetings when invited, if I am available.
- If unable to attend, provide information on program and eligibility criteria to students, their parents, and other stakeholders, if the student is younger than 17.

**Participate in the Student's IEP meetings:**

- Provide information on program and eligibility criteria to students, their parents, and other stakeholders, if they are younger than 17.
- Share thoughts and be part of the discussion occurring.
- When requested, provide an application for services.
- Help determine what the student can do now and in the future to help him/her achieve their goals.
- For students found eligible for children's services, work with other stakeholders to align services.

**Help the student achieve his/her goals:**

- For students found eligible, provide funding and services, as available.
- Participate in service planning and coordinate with other stakeholders, as appropriate.

***As an Aging and Disability Resource Centers (ADRC) Representative I can expect:***

**Students to:**

- Complete activities/ services to help him/her in identifying and achieving their post school employment goals.
- Actively participate in the transition process, and invite me to their IEP meetings once they 17 yrs. 9 mos.

**Parent/Guardian to:**

- Help their student explore and develop work and living goals for after school.
- Sign (obtain) consents to allow key stakeholders to be active participants in their student's transition.
- Become familiar with the services available at the ADRC, so they can help their student invite the right people to their IEP's, at the right time.
- Be an active participant in the transition process and help their student with activities and seek services that will help him/her achieve their post school goals.
- Ensure that post-school goals and services are coordinated between their IEP and IPE, progress is made, and plans are reviewed annually, including the ISP after enrolled in a long-term care program.

**Teachers or School Team Members to (at least two years prior to graduation, or no later than 6 months before turning 18):**

- Invite me to be an active stakeholder in the transition process for all students, as appropriate, and ask for relevant information that will contribute to the development of the post school goals.
- Have consents signed for students to allow me to attend IEP meetings and present information to the student (who is over 17 yrs./9 mos).
- Encourage students and their families to become familiar with services and representatives of the ADRC.
- Make referrals as appropriate, with consent, no later than at least two years prior to graduation, or no later than 6 months before turning 18, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all stakeholders (e.g. MCO/DVR) in IEP meetings.
- Evaluate the student's progress towards achieving post school goals, and keep the ADRC informed of progress.

**Division of Vocational Rehabilitation Representatives to (at least two years prior to graduation):**

- Assist the teacher and schools in determining when a referral to the county or ADRC would be appropriate.
- As eligible and as needed: coordinate plans, services and supports that will assist the student in achieving their post school employment goal.
- For eligible students, evaluate the student's progress towards achieving his/her employment goal and review his/her IPE annually.

**County Case Managers, Child Service Workers, and Mental Health Professionals to:**

- Collaborate with me on youth who are currently receiving services as a child and going to begin transitioning to adulthood.
- Participate as part of the youth transition team, to ensure that educational options are aligned with realistic and chosen service and support options once the student turns 18.

***As an Aging and Disability Resource Centers (ADRC) Representative, I am expected to (at least two years prior to graduation, or no later than 6 months before turning 18):***

**Prepare for the IEP meetings:**

- Respond to requests from schools to make sure all teachers pass on appropriate and timely information to students and parents/guardians at IEP meetings, if the student is under 18 yrs.
- Attend IEP meetings when invited and when appropriate (for those over 18)
- Provide information on program and eligibility criteria to students, their parents, and teachers prior to IEP planning sessions.

**Participate in the Student's IEP meetings, once the student is 17 yrs. 9 mos.:**

- Provide information on program and eligibility criteria to students, their parents, and other stakeholders, as appropriate.
- Share thoughts and be part of the discussion.
- When requested, provide an application for services.
- Help determine what the student can do now and in the future to help him/her achieve their goals.
- For students found eligible, work with other stakeholders to align services and present options for employment and living, after the student exits school.

**Help the student achieve his/her goals:**

- For students found eligible, provide long term counseling on available services and supports.
- Participate in service planning and coordinate with other stakeholders, as appropriate.

## Other Partners with Transition

Depending upon the individualized needs of a specific student with a disability there could be several other partners involved throughout the transition process. Included here is a list of some of those possible partners and their possible roles and responsibilities. This list is not meant to be all inclusive and is only shared to provide some examples.

### **American Indian Vocational Rehabilitation Programs/Services in Wisconsin Great Lakes Inter-Tribal Council, Inc., VRNA - Vocational Rehabilitation for Native Americans** <http://www.glitc.org>

Vocational Rehabilitation for Native Americans will develop and deliver vocational support to eligible Native Americans /Alaskan Natives with disabilities living in the defined service area that are sensitive to their individual cultural beliefs, strengths, resources, priorities, concerns and abilities so each may engage in gainful employment.

### **Lac Courte Oreilles Vocational Rehabilitation Project** <http://www.lcovr.com>

The LCO Vocational Rehabilitation Services Project is an Education and Training Area program that offers vocational rehabilitation services to American Indians with disabilities. The goal of the Project is to assist people with disabilities to find/or maintain employment.

### **Oneida Nation Website** <http://www.oneidanation.org>

### **College of Menominee Nation Vocational Rehabilitation Project** <http://www.menominee.edu/01/CommunityServices/VocationalRehabilitation.html>

This program will provide services to Native Americans with disabilities in order to obtain or retain employment.

#### **Responsibilities may include:**

- Vocational Guidance & work related placement services
- Vocational evaluation and/or career exploration
- Job seeking skills
- Transition from high school to post-secondary education or employment
- Physical or technical aids needed to accommodate a disability in the workplace
- Native Healing Services
- Information and referral services

### **Children and Youth with Special Health Care Needs Program** <http://dhs.wisconsin.gov/health/children/index.htm>

The Children and Youth with Special Health Care Needs Program aims to ensure that children and youth with special health care needs are: identified early, receive high quality coordinated care, and their families receive the supports they need. The Program works to improve systems of care for anyone from birth through age 21 with a chronic physical, developmental, behavioral or emotional illness or condition. Some examples include Attention Deficit Hyperactivity Disorder (ADHD), asthma, autism spectrum

disorders, childhood cancers, cerebral palsy, deaf or blind, diabetes, Down syndrome, heart disease, and mental health conditions. Wisconsin has five Centers. The Centers are staffed by specialists who can help get answers, find services and connect you to community resources. Their services are free and private.

**Responsibilities may include:**

- Ensuring that youth with special health care needs receive the services necessary to make transitions to all aspects of adult life, including adult health care, work, and independence.

**Comprehensive School Counseling Program**

<http://www.dpi.wi.gov/sspw/counsel1.html> and <http://www.ascanationalmodel.org/>.

Comprehensive school counseling programs are designed to serve all students. With respect to transition planning, school counselors facilitate the delivery of career curriculum in the classroom, including the use of surveys and assessments to assist students in determining their career pathways.

**Responsibilities may include:**

- Individual planning conferences in which the Individual Learning Plan (ILP) is discussed and updated.
  - Including a student's special education teacher in the individual planning conference is an excellent way to provide additional helpful transition information to the student and her family.
  - Revisions to the Individual Learning Plan can be agreed upon and noted.
  - This kind of collaboration benefits all of the participants and provides for the student's safe and effective passage to the next level of educational experience.
  - For information on Individual Learning Plans, choose this link:  
<http://www.dpi.wi.gov/sspw/scpowerpoint.html>.

**Foster Care/Child Welfare System - Department of Children and Family Services**

[http://dcf.wisconsin.gov/foster\\_care\\_and\\_adoption.htm](http://dcf.wisconsin.gov/foster_care_and_adoption.htm)

Each year more than 7,000 children are cared for in Wisconsin's foster care system. Removed from their homes for their protection and safety, these children are much more likely than their peers to experience significant educational challenges. In addition, systems issues create additional barriers to academic success (e.g. mobility in foster home and school placements, diminished school attendance for court hearings and medical appointments, reduced credit transfer and accumulation, and absence of permanent adults in their lives to help them track academic progress). To improve the outcomes for youth that are jointly served by the public school and child welfare systems, each county's human/social service agency works with schools to assist students living in foster care to successfully transition to adulthood.

**Responsibilities of the county caseworker may include:**

- Primary responsibility for case management services to the youth and their family (even if a private agency is involved).
- Written notification to the school of the child's legal custody status and the name of the individual to be contacted for educational purposes, (unless otherwise notified, the school should assume that the child's parent remains the child's legal custodian).

- Coordination of a child's education as a part of the child's permanency plan (per court order), including visits to schools/classrooms.
- Ensuring completion of an Independent Living Skills Assessment once a youth has been in out of home care for six months (anytime after the age of 15).
- Working with the youth and other caring adults to develop an Independent Living Transition Plan (ILTP) after the age of 15 (updated every six months).
- After the age of 17yr. 6 mo., collaboration with the school, DVR and other agencies providing transition services to avoid conflicting goals and/or duplication of services.
- Obtain educational records, with consent, to allow the child's progress in school to be shared with foster parent(s) and appropriate representatives of the social services agency.

## **Independent Living Centers**

<http://www.ilcw.org/partners.html>

There are eight regional Independent Living Centers (ILCs) throughout Wisconsin, which are non-residential organizations serving persons of any age, with any disability. ILCs are community-based, consumer-directed, not-for-profit organizations governed and operated by boards and staff composed of a majority of people with disabilities, which offer assistance with independent living and specific skills training, peer support services, advocacy, as well as an array of specialized services (especially assistive technology). Each ILC has well-trained staff that have an in-depth knowledge of local resources, information, and are skilled in helping people with disabilities overcome and manage various aspects of daily living, including such things as accessibility, public education/awareness, employment and housing.

To locate, and find out more about, your local independent living center, go to the above web address: <http://www.ilcw.org/partners.html> (and select your county or residence).

## **Mental Health Services**

<http://mentalhealth.samhsa.gov>

Some children who are diagnosed with severe mental health disorders may be eligible for comprehensive and community-based services through systems of care. Systems of care help children with serious emotional disturbances and their families cope with the challenges of difficult mental, emotional, or behavioral problems. To learn more about systems of care, call the National Mental Health Information Center at 1-800-789-2647, and request fact sheets on systems of care and serious emotional disturbances, or visit the Center's website.

Each county is responsible for providing Mental Health Services to their resident; the quality and availability of such services varies by county. People without insurance, or who have exhausted their insurance mental health benefits, should contact their county Mental (or Behavioral) Health manager, who can describe available services and supports, and how to apply for them.

Children and young adults who have physical and/or cognitive disabilities and have mental health issues, may be eligible for certain local services and supports. Local Aging and Disability Resource Centers (ADRC) can provide detailed information about these options. Where there is no ADRC (yet), the county human services agency can describe available supports (as stated above).

Many counties have wrap-around programs serving children and youth with mental health and/or substance abuse issues. For contact information and other helpful information about these programs, go to: <http://www.wicollaborative.org>. Click on “Contacts” to obtain addresses and phone numbers for the State Coordinated Services Team (CST) Initiative and the Integrated Service Project (ISP) project Directors’ directory.

**Suggestions:**

- If a family has private insurance, they should explore the services available through their HMO or insurance plan as a first option.
- If a family or youth has no such coverage, they need to contact their county Human Services Dept.(sometimes referred to as “Community Services”).
- If a family or youth qualifies for Badger Care Plus – they need to find a provider willing to accept Medicare.

**Wisconsin Disability Program Navigators**

[glenn.olsen@dwd.wisconsin.gov](mailto:glenn.olsen@dwd.wisconsin.gov)

Located within the Workforce Development Areas (WDAs), Disability Program Navigators (DPNs) help people with disabilities "navigate" through the challenges of seeking employment. Navigators better inform job seekers about work support programs at Wisconsin Job Centers. These centers provide information, training, and other employment related services at a single customer-friendly location.

**Responsibilities may include:**

- Finding resources for removing barriers to employment (transportation, housing, etc.).
- Consulting with employers on disabilities and employment issues.
- Connecting job seekers to community resources.
- Fostering the use of work incentives to reach employment goals.
- Addressing job center staff questions on the Americans with Disabilities Act (ADA) or other disability-related topics.

**Wisconsin Technical College System (WTCS) & University of Wisconsin System (UWS)**

[www.witechcolleges.org](http://www.witechcolleges.org) and <http://www.wisconsin.edu/>

WTCS institutions and UWS institutions have prepared materials to provide information and guidance regarding accommodating students with disabilities in post-secondary settings. These materials are available on the institution’s respective webpage(s) that address services for students with disabilities and have been shared with students, post-secondary disability/accommodation services program staff, faculty, and partners.

Accommodations refer to services or aids that are necessary to make a program or service accessible to a qualified individual with a disability. Accommodations and services are determined and provided by the individual post-secondary institutions based upon the specific educational needs of a student with a disability. Examples include, but are not limited to:

- Readers
- Taped Text
- Note takers

- Extended time on exams
- Alternate format for required materials
- Specialized Equipment
- Interpreter/captioning
- Assessment
- Campus information and referral information
- Guided study
- Assistance with course selection

\* If you are interested in being listed as a partner we encourage you to contact Cindy L. Cain, WDA Director, DVR Statewide Transition Coordinator, 262-548-5880, [cynthia.cain@dwd.wisconsin.gov](mailto:cynthia.cain@dwd.wisconsin.gov).

## Youth Leadership

“Nothing about us, without us” is a philosophy of the international disability movement that no policy should be developed and decided on without full participation by people with disabilities. This phrase is equally powerful in the youth leadership movement and one in which youth with disabilities have strongly identified with. Youth with disabilities are beginning to recognize that they do have a voice in their future and that they have a responsibility to take an active role in their own transition.

At the same time youth are making this shift, so must the adults who support them. For adults to become allies and support their students, they must believe that youth with disabilities are capable of being in leadership roles if given the support they need to be successful. Students need the opportunity to learn how to be leaders. It is okay for them to make mistakes or get discouraged. Working through frustration is a life skill that will serve them well in the future. The following are a few strategies to help adults provide the supports students need while allowing them to lead the way.

- Help students contact DVR and DHS to invite them to their IEP meetings.
- Have students contact their DVR counselor and ADRC to provide updates on their progress towards their goals.
- Help student explore their interests and abilities and set goals for the future. Help them find ways they can share this information at their IEP meetings.
- Use person centered planning tools such as, Planning Alternative Tomorrows with Hope (PATH), Making Action Plans (MAPS), and 4 Easy Questions to help students develop their vision for the future.
- Incorporate leadership goals into the IEP beginning in middle school.
- Involve students in the same career exploration options as other students (i.e. job fairs, job shadowing, apprenticeships, internships, Youth Options program, etc.)
- Become aware of and inform students of leadership opportunities geared for students with disabilities in the state such as the WI Youth Leadership Forum (WI YLF), Kids as Self-Advocates (KASA) and advisory councils or committees.
- Assist students with applications and letters of recommendation for youth leadership activities and jobs.
- Help orient students to new activities by explaining the activity and their role, introducing them to other participants, and teaching them how to set up supports such as transportation and personal care.
- Encourage and support students in leadership opportunities for all students such as 4H, Boy Scouts and Girl Scouts, and Student Council.
- Incorporate team building activities into the curriculum or extra-curricular activities to demonstrate creative problem solving and effective communication.
- Help students identify community resources like job centers, parks, and libraries to increase their independence. Offer to go with them the first time to increase the likelihood that they will access them in the future.
- Help students develop public speaking skills by incorporating them into speech and written language goals in the IEP. Consider assistive technology options for students with speech and language challenges.

Wisconsin has embraced the youth leadership movement and has become a role model for other states. This is due, in large part, to several youth leadership initiatives through the WI Healthy and Ready to Work grant and, most recently, the Wisconsin Statewide Transition Initiative's Youth Leadership Council (YLC). The YLC is currently comprised of 7 youth and young adults with disabilities from throughout the state and with various disabilities to share their experiences, help develop best practices for transition and drive the youth leadership movement forward. Since its inception in 2006, the YLC has developed a multimedia presentation about their council, created a How To guide on starting a youth leadership council and are actively participating in the WI Community of Practice on Transition meetings and on the Youth Development and Leadership, Employment, Health, Families and Postsecondary Education practice groups. Council members have trainings with WSTI Transition Coordinators on Self-Directed IEPs and meaningful youth involvement and are in the process of developing a video by youth for youth on how to run their own IEP meeting.

## Successful Practices

The following are considered successful practices for students, parents/guardians, schools, DVR, County Intake, Family Support Programs, Mental Health Service Programs, and ADRCs to coordinate services and involve/empower students in the transition process. These activities may not occur in all areas, at all times, or be appropriate in all situations, but are activities to be considered and used whenever appropriate.

### Successful Practices for Involving Students:

- Have students contact and invite DVR, the county, and/or the ADRC to the IEP meeting.
- As appropriate, have youth contact their DVR counselor and ADRC to provide updates on their progress towards their goals.
- Have students brainstorm activities that can assist them in determining their job interests.
- Have students define their responsibilities and roles in achieving their goals.
- At their IEP meeting, have the student present information related to their school performance, vocational interests, and disability related needs.
- Encourage students to become involved with related councils, committees, and the school board.
- Always invite more than one student to serve on any committee or group. A single student may feel intimidated and not speak up. Inviting only one student could be viewed as tokenism and inviting several shows you really care what they think.
- Be clear about how an agency can assist the student with their post school employment goal and why an agency needs to be invited. Students will be more interested in helping to accomplish a specific goal they know about and support.
- Help students to clearly understand the value of their contributions to the process by periodically recapping the impacts they have made.
- Keep students informed of upcoming activities and leadership opportunities they may be interested in.
- Provide students with the training and information they need to be able to contribute in a meaningful way within meetings.
- Recognize different ways of communicating. Some students may need to be asked yes/no questions or be given several choices. Some may need communication devices programmed in advance by families or direct service providers.

### Successful Practices for Students:

- Work with your teacher and parents/guardians to learn about DVR and DHS services.
- Attend presentations provided at your school by DVR and DHS representatives.
- Invite DVR and DHS representatives to your IEP meeting, as appropriate.
- At your IEP meeting provide a report on how you are doing and what you have accomplished since your last IEP meeting.
- Be an active partner in your IEP meeting.
- Create a folder where you keep all your information related to your IEP, DVR, DHS, and transition information.
- Ask questions if you are unsure of something.
- Participate in groups, committees, or councils related to transition and school.
- Research jobs that you are interested in in various ways: internet, interviews, job shadows, etc.

### **Successful Practices for Parents/Guardians:**

- Become familiar with DVR and DHS representatives in your area.
- Attend presentations provided at the school related to DVR and DHS services.
- Ask that DVR and DHS representatives be invited to IEP meetings.
- Attend IEP meetings and be an active partner in the process.
- Encourage your student to actively participate in their IEP.
- Encourage your student to actively participate in local group, committees, or councils related to transition and school.
- Help your student create a folder for transition information: IEPs, DVR and DHS information.
- Help your student research their job interests using different formats: internet, interviews, job shadows, etc.

### **Successful Practices for Schools:**

- Become familiar with the contact person for DVR.
- Refer the student/parent/guardian to the local ADRC, where present, to establish a relationship with the DHS entity responsible for determining eligibility and advising individuals about long-term care options.
- Prior to the IEP meeting and with consent, contact the DVR counselor to provide an update and to discuss the transition services.
- Meet with DVR staff at the start of every school year to provide updates and discuss coordination of services.
- Facilitate and maintain an on-going relationship between the school/school district and the ADRC (where present). Annual mutual training/in-services are beneficial for everyone.
- With consent, review with DVR students who have been or will be referred to DVR for coordination of services.
- Coordinate with the DVR counselor to schedule presentations once a semester for students and parents/guardian to obtain information regarding DVR services.
- Work with DVR to arrange one day a month for DVR to be present at the school to meet individually with students who are current DVR consumers.
- Develop the student's IEP and IPE together to coordinate services.
- Network with service agencies that may be needed by students (identified in conjunction with ADRC).

### **Successful Practices for DVR:**

- Become familiar with the contact person for the high school and ADRC or County services.
- Have a folder full of information on DVR, including an application and a release of information form to make copies of to give to students.
- Reply to all requests to attend IEP meetings and attend as many meetings as possible, making juniors and seniors a priority.
- Have contact with school staff for an update on the student and their transition services prior attending their IEP meeting.
- Meet with teachers and other school staff at the start of each school year to provide updates on DVR, as well as get contact information from the teachers/ contact person.
- Attend Department meetings and make presentations to teaching staff regarding DVR.
- Participate in local Transition Advisory Council (TAC) meetings.

- With consent, provide the school with a list of current students working with DVR for coordination of services.
- Schedule specific days, each semester, to make presentations to students and parents/guardians on DVR and other long-term services.
- Schedule one day a month to be at the school to meet individually with students who are current DVR consumers.
- Develop student's IPEs at their IEP meeting to allow coordination of both documents.
- Network with service agencies that may be needed by students.
- Have students meet with DVR staff at the Job Center and have students tour the job center.

### **Successful Practices for County Intake, Family Support Programs, and Mental Health Service Programs:**

- Become familiar with the contact people from all the high schools in your service area.
- Become familiar with DVR counselors and supervisors.
- Have a folder full of information on DHS services, including an application to the ADRC and a release of information form to make copies of to give to students.
- Attend IEP meetings as appropriate, making students that are eligible for services a priority.
- Have contact with school staff for an update on the student and their transition services prior attending their IEP meeting.
- Meet with teachers and other school staff at the start of each school year to provide updates on DHS services, as well as get contact information from the teachers/ contact person.
- Attend Department meetings and make presentations to teaching staff regarding DHS services.
- Make presentations to students and parents/guardians about long-term service and support options at least once a year.
- Network with service agencies; develop relationships with the all service providers in your service area.
- Communicate with all entities about the desired outcomes for the student to ensure a seamless transition
- Set up meetings with the student and their support system to better understand the student's needs and desires
- Be person-centered and listen to the student
- Be flexible and creative so as to be part of the solution to help the student meet their desired outcome.

### **Successful practices for ADRCs:**

- Establish an on-going relationship with each school/school district, to share information that will facilitate good long-range planning for the student and their family (and the ADRC).
- Provide informational brochures and other pertinent materials, such as service and supports options and key considerations, to teachers and students/parents/guardians, as early as possible.
- Plan, attend, and present at regular school "parent nights", or other events, to share basic information about Wisconsin's long-term care system.
- Attend monthly Transition Advisory Councils (TACs) in each county, to sustain working relationships, and to identify and work on resolving local barriers to successful transitioning of students to the adult world.
- Advise teachers/schools on current long-term options for services and supports after the student leaves school.

- Attend IEP meetings only when necessary. Students/teachers/parents/guardians need to have information before the IEP, to plan effectively.
- Invite students who are 18 and older to begin to confirm eligibility for long-term services and supports.
- If eligible, facilitate connecting the student to the local Managed Care Organization/IRIS Program by providing enrollment counseling.
- Maintain partnerships with the schools, Independent Living Centers, and DVR, by regularly communicating and sharing information.

## Commonly Asked Questions

This section includes commonly asked questions related to the coordination of transition services for students with disabilities. They are grouped under the following categories:

- A. [Identifying the Measurable Post School Employment Goals](#)
- B. [Providing Information About Agency Services](#)
- C. [Making Referrals to Other Agencies When it Appears Their Services Will Be Necessary](#)
- D. [Developing Transition Plans for Jointly-Served Students](#)
- E. [Plan Coordination for Jointly-Served Students](#)
- F. [Implementation, Review, and Changes](#)

### A. Identifying the Measurable Post School Employment Goals

1. **Is a measurable postsecondary goal required to be written for each student who needs transition services?**

There must be a measurable postsecondary goal that covers (1) education or training, (2) employment, and, (3) as needed, independent living.

- There must be a minimum of one goal in the area of training or education.
- There must be a minimum of one goal in the area of employment.
- A single goal statement may encompass both a training or education goal, and an employment goal.

2. **Who needs to have measurable postsecondary goals and when is one developed?**

Any student who will turn 14 during the timeframe of the IEP, or younger, if determined appropriate by the IEP team.

3. **What is a measurable postsecondary goal?**

A statement that articulates what the student would like to achieve after high school. It is based on the student's strengths, preferences and interests, and age appropriate assessments.

It is written for *both* training/education and employment and where appropriate, independent living:

Training/Education – specific vocational or career field, independent living skill training, vocational training program, apprenticeship, On the Job Training (OJT), job corps, 4 year college or university, technical college, 2 year college, etc.

Employment – paid employment (competitive, supported, integrated); non-paid employment (volunteer, in a training capacity); military, etc.

Independent Living, (where appropriate) – adult living, daily living, independent living, financial, transportation, etc.

**4. Are students with disabilities who are not served in special education entitled to receive transition services thorough the IEP process?**

Students who have disabilities but are not served in special education will not be able to access transition services through the IEP process. They may, however, be eligible for transition services from DVR and an ADRC. It would be worthwhile for any student with a disability who feels they need DVR assistance in obtaining employment to apply for DVR services, and/or to contact their local ADRC (when present), if they are older than 17yrs./9 mos.

**5. What is home schooling and how is transition handled for a home-schooled student?**

"Home-based private educational program" is a program of educational instruction provided to a child by the child's parent or guardian or by a person designated by the parent or guardian. Wis. Stat. §115.001(3g). It is the responsibility of the parent/guardian to initiate transition planning. A parent/guardian should contact DVR and the DHS county services coordinator (if relevant) or ADRC for their area. DVR will proceed with processing an application for services if that is the wish of the parent/guardian and will explore with the parent/guardian who else should be involved in the transition planning process.

**B. Providing Information about Agency Services:**

**6. When and how should schools involve community and adult agencies in the transition process?**

Schools should involve adult agencies in the transition process needed by the student, to ensure a coordinated set of activities related to the transitioning process. The coordinated set of activities is a multi-year description of coordinated activities and strategies to help the student achieve their desired post school goals. Agencies that could provide and/or pay for services outside the school should be invited to the IEP meeting.

**7. When must a school obtain parent/guardian consent for involving a DVR, ADRC representative, or other non-school entities who should get involved in an IEP meeting?**

Consent should always be obtained prior to talking to any outside agency such as DVR, or the county or ADRC representatives, about a student or inviting an agency to an IEP meeting. (See Appendix 3b for further detailed information)

**8. What is the best way to exchange information if local districts are required to get parent consent prior to involving DVR or DHS?**

Consent to exchange information with outside agencies must be obtained from the parent/guardian in writing. Prior to mailing the written request, the student's special education

teacher will usually call the parent or guardian to tell them about outside agency services and explain why their consent is being requested.

## 9. **What is the role of the Vocational Rehabilitation Counselor?**

The role of the VR counselor is that of vocational planning and support. Responsibilities of the VR counselor in the IEP Transition process would include any or all of the following:

- **Outreach:**

Sharing of information on the Division of Vocational Rehabilitation (DVR) program, its policies, and process to educators, parents/guardians, students or any other interested community member. DVR will provide outreach to students which will minimally include:

- Purpose of the Vocational Rehabilitation Program
- Eligibility requirements
- Application procedures
- Scope of services available to eligible students

- **Employment Planning Consultation:**

Providing school districts that have transition students who have not yet applied for vocational rehabilitation services with assistance, strategies and creative ideas for identifying the students post-school employment goal, needs for services, and concerns to be addressed in achieving those goals. Topics may include information on disabilities, assessments, assistive technology, accommodations, community resources, labor market and employment.

DVR does not bear any financial or ongoing counseling responsibilities under this definition unless the student has an active individualized plan for employment (IPE) with DVR.

- **Information/Referral:**

To community programs and services that may assist an individual in reaching their employment and independent living goals.

- **Rehabilitation Counseling and Planning:**

Occurs when the individual is eligible for DVR and is no longer on the waiting list. Rehabilitation counseling will include assistance in the development of employment goals that are appropriate given a consumer's needs, priorities, strengths, preferences, abilities, capabilities, and interests and will be present throughout the entire VR process.

- **Service Provision:**

Services provided by DVR are individualized, and will be according to an approved Individualized Plan for Employment (IPE). All services provided by DVR will be directly related to the establishing and achieving a job goal. (See Appendix 4.)

**10. What is the role of an Aging & Disability Resource Center (ADRC)?**

An Aging & Disability Resource Center provides information on the array of services available in the ADRC service area, which may be a single county, or a multiple county area once the student reaches 18. They can assist a person to learn and apply for benefits, as well as determine functional eligibility for long term support services under the Family Care/Managed Care/Self-Directed Support programs. You can find more information about ADRCs at: <http://dhs.wisconsin.gov/lcicare/Generalinfo/res.htm>

**11. What is the role of a Managed Care Organization (MCO)?**

Managed Care Organizations are the service and support providers under contract with the Department of Health Services, who work with individuals who have been determined to be eligible and have chosen to enroll in the Family Care Program, and develop and fund an Individual Service Plan to meet the long term care needs that will allow a person to live and participate in their community. You can find more information about Family Care at: <http://dhs.wisconsin.gov/managedltc/stakeholders/pdf/qafordd.pdf>

**12. What is the role of County-based Mental Health Services?**

If it appears that a youth will have continuing mental health (MH) service needs as an adult, and they are involved in the child/adolescent mental health system through the county, their county provider should be invited and involved in all planning meetings.

Generally, adolescent and adult mental health services are county-based. In 40 counties, many youth with significant mental health issues are involved in Integrated Services Projects or Coordinated Services Teams, both of which employ a wrap-around approach to service provision, and want to be involved in transition planning. Youth with less pressing needs may be receiving services from the county through other programs, which should be invited to each IEP meeting.

It can be a challenge to get adult MH system providers involved in an IEP meeting, but they should be made aware of, and prepared for, potential consumers. Not all youth receiving services from the adolescent system will be eligible for services from the adult system, but by inviting a representative from the adult system to the IEP, this issue may be clarified; and the youth can either be put on a waiting list for services they will eventually need, or learn they need to start searching for supports from other sources.

**13. When should the DVR counselor be invited to the IEP meetings?**

This decision is determined by the student, parent/guardian, and school district. The family and the student may contact and invite DVR to the IEP meeting themselves, or with consent, the school may invite DVR. It is appropriate to consider inviting DVR if the student:

- Has a disability and
- Is two years away from graduation, unless appropriate earlier and
- Transition is being discussed and the student is interested in entering into competitive employment and
- The student and their family have been informed of what DVR services are and have given consent for DVR to be invited to the IEP meeting
- There are perceived barriers to employment (OR)
- The consumer has been found eligible for DVR services

**14. When should ADRCs be included in the IEP planning?**

ADRCs can be included in the IEP planning if it appears there will be a need for indefinite personal care, care management, residential or employment supports, and the student is 17 yrs 9 mos. It is best to obtain this information from the ADRC ahead of time, so that the ADRC does not need to attend the IEP; rather they provide information well in advance of the IEP (where decision-making occurs), so the IEP team can have factual information and be allowed sufficient time to consider action plans for the student.

**15. When do students/families make contact with counties or ADRCs for adult services?**

Students must be 17 years and nine months, before the ADRC can begin to determine eligibility for long-term Medicaid services and supports. Prior to that age, or if the person is not eligible, ADRCs can still provide information and assistance about other options to groups of parents/educators. Prior to 18 the ADRCs are expected to provide valuable and relevant information through the schools/teachers.

**16. Are MCOs or ADRC staff expected to participate in IEPs?**

See best practices. ADRCs are not required to attend IEPs, but may do so voluntarily. It is more important that teachers, rehab counselors, students and parents/guardians have information in advance of the IEP, so that effective planning/discussion can occur. Provision of such information is the responsibility of every ADRC. Representatives from MCOs are expected to attend IEPs, only if the person has been enrolled in the Family Care Program (at 18 or older).

**17. What if there is no ADRC or MCO in my local area/county?**

Family Care is expanding across the whole state, but is not expected to be in every county until 2011-2013 . When this option is not available, students and teachers can still develop

and sustain relationships with County Human Services. It is up to each individual county to determine eligibility for existing Community Integration Program (CIP) and Community Options Program (COP), or other services; it may also mean wait lists for some services.

**18. Are representatives of DVR, the ADRC, or the County required to participate in the IEP meeting to help identify needed transition services?**

While DVR, ADRCs and County's cannot be required to attend an IEP, in Wisconsin DVR and DHS have entered into an interagency agreement with DPI. Within that agreement all agencies have committed to ensuring the involvement of relevant staff in the IEP team meeting process (beginning at age 14). DVR input into specific IEPs will be available no later than two years prior to the student's school exit. DVR staff will make it a priority to attend IEP meetings or communicate with the parties before or after the IEP meeting. ADRCs can become involved with an individual student, once he/she turns 17 years 9 months.

**19. What if an invited DVR counselor or representative from an ADRC does not attend the IEP meeting?**

Outside agencies may be able to participate in other ways such as: phone conversations or conference calls about potential services, having a general information session with the student and family on a different day, providing print information about the agency services or arranging for a separate meeting with the agency prior to or after the IEP meeting.

**20. Who is the designated VR counselor for a specific school or area?**

A list of the designated VR contact persons can be found on the DVR website.  
<http://dwd.wisconsin.gov/dvr/tran.htm>

**21. Who is the designated DHS contact is for a specific school or areas?**

For individuals living in a county that does not have an ADRC, or if the student is under 18, the County's Human Services Agency is the point of contact. A list of Children's Service Specialist is available on the website:  
<http://dhs.wisconsin.gov/aboutdhs/DES/areaadmin/CntyAgencyListing.pdf>

If there is an ADRC operating in your county, they are the initial point of contact once the student reaches the age of 17 yrs. 9 months. A list of ADRC contacts is available on the website:  
<http://www.adrc-tae.org/tiki-index.php?page=WisconsinProfile&stabrev=WI>

**C. Making Referrals to Other Agencies When it Appears Their Services Will Be Necessary**

**22. Can DVR or the MCO provide services to a student who is still in high school?**

Yes.

**23. Are all students with IEPs eligible for DVR or MCO services?**

No. 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. (See Appendix 4 & 5) To be eligible for MCO services (Family Care Program), the student must meet eligibility criteria (completed by an ADRC).

**24. Will a student go on the DVR waiting list?**

There are times when DVR does not have enough resources to serve everyone who is eligible for services. To manage this, the names of newly eligible consumers are placed on the waiting list. There will be times when there is no actual waiting period for services. To determine the current length of the waitlist at the time you apply, contact your local DVR office. (See Appendix 4)

**25. How long is the waitlist for DVR services?**

To determine the length of the waitlist you should contact your local DVR office. Over the past couple of years DVR has worked very hard to reduce their waitlist and to provide services as soon as possible to eligible consumers.

**26. Are all students with disabilities eligible for long-term support (LTS) services from the Managed Care Organization (MCO)?**

No, students need to be found financially and functionally eligible for services in order to receive LTS. They must also be at least 18 y/o before they can begin receiving services.

**27. Will students go on the county waitlist for LTS services?**

Individual counties that do not have Family Care/Self-directed Supports options may have a waitlist for long term support services. Counties that do participate in Family Care/Managed Care Organization will not have waitlists (but some “transitioning time” may be necessary when an MCO is just beginning to provide services in your area, and needs to convert existing service recipients to managed care, first).

**28. Are there long waitlists for LTS services/Family Care?**

You will need to check with your county human services agency or the local Aging and Disability Resource Center to find out about waitlists in your area. Family Care is an

entitlement program for individuals who are determined to be eligible and have enrolled in the program.

**29. If the student has a part-time job, will he/she still be eligible for DVR/MCO services?**

Yes, an individual working part time or full time could be eligible for DVR/MCO services. DVR can assist an individual with a disability to obtain work that meets their needs, priorities, strengths, preferences, abilities, capabilities, and interests. An individual could be eligible for DVR services if they have a disability that makes it difficult for them to obtain, retain, prepare for, regain or advance in employment, and needs the assistance of DVR to achieve an appropriate employment goal. (See Appendix 4)

**D. Developing Transition Plans for Jointly-Served Students**

**30. Who decides what transition services are written in the IEP? Who has the final decision?**

The student, family, school, and participating agencies (e.g. DVR, MCO/County) must decide together, as a collective interdisciplinary team, what the content of the IEP will be. A successful transition depends on all parties working cooperatively to develop and provide the programs, services, and activities in the IEP. However, the school has the ultimate responsibility and authority for ensuring a free, appropriate public education (FAPE).

**31. What if the student does not know what kind of a job he/she wants?**

For an IPE to be written, a job goal must be known. If the student does not have a job goal, DVR and/or the MCO may be able to provide assistance in determining an appropriate goal, and/or exploring work experience/training options. School is the time for career exploration, so each student should be encouraged to try at least one potential job or skill.

**32. What services does DVR not provide?**

DVR does not provide a service unless it is determined by the individual and counselor that the service is necessary to assist the individual in achieving an appropriate employment goal. (See Appendix 4b.)

**33. What is meant by competitive employment?**

DVR assists eligible individuals in gaining competitive employment. Competitive employment is work that is in the competitive labor market in an integrated setting, for which the individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

**34. Will DVR agree to services that lead to a supported employment outcome?**

DVR will agree to a supported employment outcome when:

1. The student's postsecondary education goal is competitive employment or employment in an integrated setting where most employees do not have disabilities and the individual regularly interacts with individuals who do not have disabilities.
2. There is a reasonable expectation that the supports needed to maintain long-term employment in an integrated setting will be available when the student needs them. DVR's role in providing for these supports is time limited.

DVR will work with the student, school, parent/guardian, the community case manager, employer and others to determine the amount of supports that will be needed on the job to sustain competitive employment in an integrated setting.

DVR will work with the student, school, the community case manager, employer, and others to determine the funding mechanism or methods of receiving the necessary supports to sustain long term competitive employment.

**35. When does an Individual Service Plan (ISP) get coordinated with the IEP and IPE?**

The ISP is required for every adult over 18 who is receiving services and supports through the county human service system or through a managed care organization. This plan exists only if the person has been determined to be eligible for the services & supports which are provided by a Medicaid Home & Community Based Program (such as Family Care, IRIS, and CIP/COP waivers). If this plan is in place, or is in the process of being created, the obligation is on the adult service program provider (Family Care, IRIS, or CIP/COP waivers) to meet with the individual as well as the school and/or DVR (when there is also an existing IEP and/or IPE). It is at this point that the coordination occurs. The individual's transition team becomes much larger, by including the county or MCO provider (along with the school and DVR). Long-term decisions can then be made by all the stakeholders, including the student and his parent/guardian.

**36. What are long-term supports and services?**

Long-term supports and services are those goods and services that will assist the eligible person to either maintain or improve his or her functioning ability. [Note: in IRIS, participants may design their own customized goods and services within their monthly budget, that will help them attain self-identified personal outcomes and goals related to their vocational, social or relationship, community inclusion, or functional or health needs and interests (see question 34)].

**37. What long-term supports and services are available?**

See stakeholders' questions and answers at:

<http://dhs.wisconsin.gov/managedltc/stakeholders/pdf/qafordd.pdf>

**38. How do supported employment services get determined?**

When the student is eligible and chooses to enroll in Family Care, DHS expects the Managed Care Organization to provide services that will help them maintain integrated employment, based on the person's interests, abilities, and choices.

**39. What are the student's options for self-directing his/her long-term services and supports?**

Students may select from two options if they wish to self direct their publicly funded long term care services and supports. Through ADRC enrollment counseling, individuals are offered a choice when they obtain enrollment counseling at their local Aging and disability Resource Center between:

1. IRIS: "Include, Respect, I Self-Direct" <http://dhs.wisconsin.gov/bdds/sds/>  
or
2. Family Care <http://dhs.wisconsin.gov/managedLTC/index.htm>

In IRIS, participants and their families select to direct all of their long-term care related supports and services within a monthly individual budget amount. IRIS features considerable flexibility and includes options to select customized goods and services. Participants choose goods and services they believe will help them meet their individual outcomes and preferences. The state provides an independent consultant to help each IRIS participant build their support and service plan and other assistance such as locating providers. A statewide financial services agency pays IRIS participant chosen providers up to the monthly budget amount as are listed on the individual support and services plan. IRIS participant individual monthly budgets may be adjusted to meet the unique needs of each individual. Persons continue to receive their Medicaid funded services through their Medicaid Card.

In Family Care, the managed care interdisciplinary team (which is comprised of the registered nurse, the social worker and also the managed care member) meets and creates a cost-effective managed care plan. Persons are allowed to self-direct parts of their managed care benefit package, if they wish. The interdisciplinary team provides oversight and assistance as necessary. The cost of the Family Care member care plan is paid through a monthly capitated rate payment sent to the care management organization. Family Care includes several Medicaid Card services in their benefit package.

**40. Will DVR pay for work experience for a student?**

Generally speaking DVR will pay for work experience under the following conditions:

- The student does not know what post-school employment goal would be appropriate for the IPE and work experience is the best way to determine this.
- An IPE has been developed and work experience is one of the services necessary for the student to achieve their post-school employment goal.

If work experience is also needed for the student to achieve his/her IEP goals, a cost sharing arrangement will be made.

**41. Can DVR pay for expenses related to vocational evaluations or post-secondary education (e.g. tuition, books)?**

DVR does not provide a service unless it is determined by the individual and counselor that the service is necessary to assist the individual in achieving an appropriate employment goal. (See Appendix 4b.)

**E. Plan Coordination for Jointly-Served Students:**

**42. Which agency (the school district or DVR or DHS) has the primary responsibility to provide funding for needed transition services?**

When there is overlap of educational and rehabilitation goals and services, a cost sharing arrangement may be negotiated between DVR, the school district, and the Managed Care Organization. To know who will pay for a service the school district, the DVR counselor, and the Managed Care Organization must be consulted. There is no charge for the services offered through an ADRC.

The following are general guidelines to help understand how decisions can be made under the DVR/ DPI/DHS interagency agreement.

Test 1 - Will the service help to achieve the educational goal of the IEP? If yes, the school is primarily responsible for the service.

Test 2 - Will the service help to achieve the employment goal of the IPE? If yes, DVR is primarily responsible for the service.

Test 3 - If the same service appears on both the IEP and IPE, the school and DVR are responsible for negotiating a cost sharing arrangement (conflicts between schools and DVR are to be resolved utilizing the process outlined in the DPI/ DVR/DHS Interagency Agreement).

Test 4 - If the student is over 18 and eligible for Medicaid long-term care services and supports, and chooses to enroll in the managed care program, the three agencies may coordinate cost sharing for each individual's situation.

A parent/guardian or student can contact the Client Assistance Program for assistance in determining if a service falls under the responsibility of the DVR.

Client Assistance Program (CAP)  
2811 Agriculture Drive, P.O. Box 8911, Madison, WI 53708-8911  
Consumer Line: 1-800-362-1290

A parent/guardian or student can contact the local ADRC for information and assistance about long-term services and supports.

## **F. Implementation, Review, and Changes**

### **43. What is the process for changing or updating an IPE (Individualized Plan for Employment) with DVR?**

The IPE must be reviewed annually for progress and needed changes. Any concerns or requested changes prior to that time should be brought to the attention of the DVR staff. The DVR counselor, consumer, and parent/guardian, along with other stakeholders as appropriate, can together review the concern and determine if a change is needed. If a change is needed the updated plan needs to be agreed to and signed by the counselor, consumer, and their legal guardian. Changes can be made as often as necessary and appropriate.

### **44. What is the process for changing or updating an IEP (Individualized Education Program)?**

The IEP is a written plan. It tells what a child will learn in a year. It tells the services the school will give. The IEP and placement of the student must be reviewed at least once each year. The IEP is developed by the IEP team at a meeting. An IEP is good for one year. It can be changed during the year. It may be changed during the year without a meeting if a parent agrees.

## **Appendix 1**

### **Roles and Responsibilities**

#### **Students Roles and Responsibilities:**

- Attend all my IEP meetings.
- Talk to my teachers about who should attend the IEP meeting(s) and why.
- Obtain their contact information from my teacher.
- Invite them to my IEP meeting, with the help of my teacher, and parent/guardian.
- Think about what I want to do for a job when I am done with school and why.
- Talk to my teacher, and parents/guardian, about my interests and possible post-school goals.
- Help run my meetings.
- Ask questions as needed, to make sure I understand my obligations.
- Share my thoughts and be part of all discussions about me.
- Work with my transition team to develop my goals for working and living after I leave school.
- Determine what I can do now, and in the future, to achieve those goals.
- Complete activities that we agree will help me achieve my goals.
- Help my team decide who else may be able to help me reach my goals.
- Give permission for agencies/people to help me work towards my goals.
- Apply for programs, services, and/or supports that will help me achieve my goals.
- Work with these programs to help me achieve my goals.
- Review progress with my transition team, at least annually.

#### **Parent/Guardian Roles and Responsibilities:**

- Help the student explore their interests related to living and working when they are finished with school.
- Give permission for agencies/people, who may help my student achieve his/ her goals, to work with my student.
- Become familiar with these agencies/people and help invite them to the IEP meetings.
- Ask questions as needed, to stay informed and remain knowledgeable about the progress my student is making, in regards to transitioning.
- Share my thoughts and be part of discussions.
- Help my student develop his/her working and living goals for after school, beginning at 14, or earlier if appropriate.
- Help the student determine what can be done now, and in the future, to achieve their goals.

- Help my student complete activities that will help him/her achieve their goals.
- Help my student understand their choices and apply for programs that will help him/her achieve their goals.
- Work with these programs to help determine my student's eligibility, and help them achieve the goals of my student.
- Be an active member of my student's interdisciplinary team.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.
- Help ensure my student is making progress towards his/her goals and plans are reviewed annually.

### **Teachers and/or School Team Members Roles and Responsibilities:**

- Become familiar with various program representatives and their programs.
- Help the student identify who should be invited to the IEP meeting.
- Obtain consent to invite these identified participants.
- Help the student invite the identified participants.
- Help the student explore their goals for work and living after high school.
- Share my thoughts and be part of the discussion occurring.
- Help the student identify his/her IEP goals for work and living after finishing school (starting at age 14 or earlier if needed).
- Help determine what can be done now or in the future to help him/her achieve those goals.
- Help the student complete activities that will help him/her achieve their goals.
- Help the student review their choices and apply for appropriate programs such as DVR and DHS that will help him/her achieve their goals (with consent) (at least two years prior to graduation).
- Provide necessary and appropriate information to other agency personnel regarding the student to assist with referrals and coordinating plans (with consent).
- Maintain familiarity with current resources available to students and their guardian/family members, in order to include them in on-going planning efforts and encourage contact by student/family.
- Work with these programs to coordinate plans and services.
- Evaluate the student's progress towards achieving post school goals and update IEP annually.
- Provide the student and parent with a summary of the student's performance their last year of school.

### **Division of Vocational Rehabilitation (DVR) Representatives Roles and Responsibilities (at least two years prior to graduation):**

- Provide outreach to students.
- Respond to IEP meeting requests.
- Attend IEP meetings when invited and available (at least two years prior to graduation).
- If not able to attend, provide information on DVR services and eligibility criteria to students, their parents, and other stakeholders as appropriate.
- Establish and maintain channels of communication with school personnel.
- Provide information on DVR services and eligibility criteria to students, parents/guardians, and other stakeholders as appropriate through various means (presentations, brochures, IEP meetings, and Employment Planning Consultation).
- Share thoughts and be part of the discussion occurring.
- When requested provide an application for services and determine eligibility for services.
- Help the student develop his/her work and living goals for after school.
- For students found eligible, develop the IPE at the meeting to ensure aligns with IEP.
- Help determine what the student can do now and in the future to help him/her achieve their goals.
- Coordinate services with the school and other stakeholders as appropriate for students found eligible for DVR services.
- Provide services agreed to and listed in the IPE.
- Provide consultation services as needed and appropriate.
- Help ensure the student is making progress towards his/her goals and review the IPE with appropriate stakeholders annually.

### **County Case Managers, Child Service Workers, and Mental Health Professionals Roles and Responsibilities (at least two years prior to graduation or no later than 6 months before age 18):**

- Establish and maintain open channels of communication with schools and school district personnel for the purpose of informing and sharing information with teachers.
- Respond to IEP meeting requests.
- Attend IEP meetings when invited and available.
- If not able to attend, provide information on program and eligibility criteria to students, their parents, and other stakeholders as appropriate.
- Be an active participant in the transition process for students, as appropriate, including in the development of the post-school goals.
- Assist other stakeholders in determining when and where a referral for services would be appropriate.

- Provide information on program and eligibility criteria to students, their parents, and other stakeholders, as appropriate.
- Share thoughts and be part of the discussion occurring.
- When requested provide an application for services and determine eligibility.
- Provide information about resources, services and supports available in the county, now and into the future.
- Help determine what the student can do now and in the future to help him/her achieve their goals.
- Stay informed about the student's progress towards achieving post school goals.
- For students found eligible, work with other stakeholders to align services.
- For students found eligible, provide long term funding and services.
- Participate in service planning and coordinate with other stakeholders as appropriate.
- Coordinate supports and services provided by County's Family Support Program, Children's waivers, and/or Mental Health services with other LTC stakeholders, as appropriate.

**Representatives of Aging and Disability Resource Centers (ADRCs) Roles and Responsibilities (at least two years prior to graduation or no later than 6 months before age 18):**

- Establish and maintain open channels of communication with schools and schools district personnel for the purpose of informing and sharing information with teachers.
- Provide students and families with information that they need to know, so they can make informed choices about the student's life after graduation.
- Explain and describe the array of available services and support options so that teachers, parents/guardians, and other stakeholders may plan post-school activities, services and supports.
- Provide information and options counseling to students and parents/guardians so that they can assist the student in identifying and selecting the best options for living as adults.
- Determine functional eligibility for long term care services and supports during the school-to-adulthood transition period (for 18-21 y/o).
- When invited, share information about post-graduation options, as appropriate, that will foster the identification and development of post-school goals.
- Present relevant information prior to IEP meetings, at other appropriate opportunities.
- Encourage students and their families to become familiar with the services and supports available after graduation.
- Encourage students/parents/guardians to seek information and assistance from the ADRC, including disability determinations.
- Communicate to the student's interdisciplinary team to understand when a referral to the ADRC would be appropriate.

- Assist in identifying and planning for the best services and supports that will meet the student's outcomes.
- Educate all stakeholders about eligibility for long term supports and services, when the student is 18 or older.

## **Appendix 2**

### **Authority**

**Individuals with Disabilities Education Act**  
**Section on Methods of Ensuring Services from the Federal Register**  
**Federal Register Date: 8/14/06**  
**Date of Recording: 1/11/2007**

**IDEA 2004 Regulations**  
**Part 300 / B / 300.154 Sec. 300.154**

#### **Methods of ensuring services.**

(a) Establishing responsibility for services.

The Chief Executive Officer of a State or designee of that officer must ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each noneducational public agency described in paragraph (b) of this section and the SEA, in order to ensure that all services described in paragraph (b)(1) of this section that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any dispute under paragraph (a)(3) of this section. The agreement or mechanism must include the following:

- (1) An identification of, or a method for defining, the financial responsibility of each agency for providing services described in paragraph (b)(1) of this section to ensure FAPE to children with disabilities. The financial responsibility of each noneducational public agency described in paragraph (b) of this section, including the State Medicaid agency and other public insurers of children with disabilities, must precede the financial responsibility of the LEA (or the State agency responsible for developing the child's IEP).
- (2) The conditions, terms, and procedures under which an LEA must be reimbursed by other agencies.
- (3) Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism.
- (4) Policies and procedures for agencies to determine and identify the interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in paragraph (b)(1) of this section.

(b) Obligation of noneducational public agencies.

- (1)(i) If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or pursuant to paragraph (a) of this section, to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services described in § 300.5 relating to assistive technology devices, § 300.41 relating to supplementary aids and services, and § 300.42 relating to transition services) that are necessary for ensuring FAPE to children with disabilities within the State, the public agency must fulfill that obligation or responsibility, either directly or through contract or other arrangement pursuant to paragraph (a) of this section or an agreement pursuant to paragraph (c) of this section.

## **Chapter 115.762, Wis Stats:**

### **Division for learning support, equity and advocacy.**

- (1) Appointment of Administrator. The state superintendent shall appoint the administrator of the division
- (2) Staff. Subject to the approval of the state superintendent, the administrator of the division shall appoint qualified staff necessary to perform the duties required of the division.
- (3) Division Duties. The division is responsible for all of the following:
  - (a) Ensuring that all children with disabilities, including children who are not yet 3 years of age, who reside in this state and who are in need of special education and related services are identified, located and evaluated.
  - (a) Ensuring that a free appropriate public education is available to all children with disabilities who reside in this state, including such children who are suspended or expelled from school.
  - (b) Developing and implementing a practical method to determine which children with disabilities are receiving special education and related services.
  - (c) Complying with the requirements of this subchapter and applicable federal law, including 20 USC 1415 (k) and 42 USC 11431 to 11434a.
  - (d) Coordinating and supervising the provision of all publicly funded special education and related services for children with disabilities in this state and ensuring that such education and services meet the educational standards of the department, including any criteria established by the department relating to enrollment.
  - (e) Determining local educational agency eligibility for assistance, including determining whether a local educational agency is failing to comply with any of the requirements of the plan submitted to the division under s. 115.77 (4).
  - (f) Monitoring and enforcing local educational agency and residential care center for children and youth compliance with this subchapter and applicable federal law, including 20 USC 1415 (k) and 42 USC 11431 to 1143a.
  - (g) Developing and maintain a performance plan in compliance with 20USC 1412 1416(b).
  - (h) Establishing and maintaining qualifications to ensure that personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared and trained, in compliance with 20 USC 1412 (a) (14), and requiring that local educational agencies take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities under this subchapter.
  - (i) Examining data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among local educational agencies or compared to such rates for non disabled children within such agencies. If such discrepancies are occurring, the division shall review and, if appropriate, revise or require the affected local educational agency to revise its policies, procedures and practices relating to the development and implementation of individualized education programs, the use of positive behavioral interventions and supports and procedural safeguards to ensure that such policies, procedures and practices comply with this subchapter.

**The Role of DPI in the authorization of payment for program aide and distribution of federal funds for special education services:**

**115.88 (1m) Program aid.**

(a) If, upon receipt of the plan under s. 115.77 (4), the state superintendent is satisfied that the special education program has been maintained during the preceding school year in accordance with law, the state superintendent shall certify to the department of administration in favor of each county, cooperative educational service agency, and school district maintaining such special education program a sum equal to the amount expended by the county, agency, and school district during the preceding year for salaries of personnel...

**IDEA 2004**

**Sec. 612(a)(17)**

**Statute: TITLE I / B / 612 / a / 17**

(17) Supplementation of state, local, and other federal funds.--

(A) Expenditures.--Funds paid to a State under this part will be expended in accordance with all the provisions of this part.

(B) Prohibition against commingling.--Funds paid to a State under this part will not be commingled with State funds.

(C) Prohibition against supplantation and conditions for waiver by secretary.--Except as provided in section 613, funds paid to a State under this part will be used to supplement the level of Federal, State, and local funds (including funds that are not under the direct control of State or local educational agencies) expended for special education and related services provided to children with disabilities under this part and in no case to supplant such Federal, State, and local funds, except that, where the State provides clear and convincing evidence that all children with disabilities have available to them a free appropriate public education, the Secretary may waive, in whole or in part, the requirements of this subparagraph if the Secretary concurs with the evidence provided by the State.

**Sec. 115.807, Wis. Stats**

**Transfer of Parental rights at age of majority.**

When a child with a disability, other than a child with a disability who has been adjudicated incompetent in this state, reaches the age of 18, all of the following apply:

- (1) The local educational agency shall provide any notice required by this subchapter to both the individual and the individual's parents.
- (2) All other rights accorded to the individuals parents under this subchapter transfer to the individual.
- (3) The local educational agency shall notify the individual and the individual's parents of the transfer of rights.

**Code of Federal Regulations**

**Title 34, Volume 2**

**Revised as of July 1, 2002**

**From the U.S. Government Printing Office via GPO Access [CITE: 34CFR361.22]**

**[Page 286-287]**

**TITLE 34--EDUCATION**

**REHABILITATIVE SERVICES, DEPARTMENT OF EDUCATION**

**PART 361--STATE VOCATIONAL REHABILITATION SERVICES PROGRAM**

**Subpart B--State Plan and Other Requirements for Vocational Rehabilitation Services**

**Sec. 361.22 Coordination with education officials.**

(a) Plans, policies, and procedures.

- (1) The State plan must contain plans, policies, and procedures for coordination between the designated State agency and education officials responsible for the public education of students with disabilities that are designed to facilitate the transition of students with disabilities from the receipt of educational services in school to the receipt of vocational rehabilitation services under the responsibility of the designated State agency.
- (2) These plans, policies, and procedures in paragraph(a)(1) of this section must provide for the development and approval of an individualized plan for employment in accordance with Sec. 361.45 as early as possible during the transition planning process but, at the latest, by the time each student determined to be eligible for vocational rehabilitation services leaves the school setting or, if the designated State unit is operating under an order of selection, before each eligible student able to be served under the order leaves the school setting.

(b) Formal interagency agreement.

The State plan must include information on a formal interagency agreement with the State educational agency that, at a minimum, provides for –

- (1) Consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services;
- (2) Transition planning by personnel of the designated State agency and educational agency personnel for students with disabilities that facilitates the development and completion of their individualized education programs (IEPs) under section 614(d) of the Individuals with Disabilities Education Act;
- (3) The roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services; and
- (4) Procedures for outreach to and identification of students with disabilities who are in need of transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation program, eligibility requirements, application procedures, and scope of services that may be provided to eligible individuals.

## Appendix 3

### Department of Public Instruction (DPI) Resources

This appendix includes information specific to the Department of Public Instruction. It provides information regarding eligibility for special education under Wisconsin code, consent guidelines, Indicators 13 & 14, and information on youth leadership.

#### a. Eligibility for Special Education under Wisconsin Code

Wis. Stats. 115.76

(5) (a) “Child with a disability” means a child who, by reason of any of the following, needs special education and related services:

1. Cognitive disabilities.
2. Hearing impairments.
3. Speech or language impairments.
4. Visual impairments.
5. Emotional behavioral disability.
6. Orthopedic Impairments.
7. Autism.
8. Traumatic brain injury.
9. Other health impairments.
10. Learning disabilities
11. Significant Developmental Delay

(b) “Child with a disability” may, at the discretion of the local educational agency and consistent with department rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

Cross Reference: See also s. PI 11.36 Wis adm. code.

(6) “Division” means the division for learning support, equity and advocacy in the department.

(7) “Free appropriate public education” means special education and related services that are provided at public expense and under public supervision and direction, meet the standards of the department, include an appropriate preschool, elementary or secondary school education and are provided in conformity with an individualized education program.

Wis. Adm. Code

#### **PI 11.35 Determination of eligibility**

(1) An evaluation conducted by an IEP team under s. 115.782, Stats., shall focus on the consideration of information and activities that assist the IEP team in determining how to teach the child in the way he or she is most capable of learning. Specifically, the IEP team shall meet the evaluation criteria specified under s. 115.782 (2) (a), Stats., when conducting tests and using other evaluation materials in determining a child’s disability.

(2) A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has impairment under s. PI 11.36 that adversely

affects the child's educational performance, and the child, as a result thereof, needs special education and related services.

- (3) As part of an evaluation or reevaluation under s. 115.782, Stats., conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:
- (g) The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
  - (h) Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified under par. (a), that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.

## **b. Department of Public Instruction Consent Guidelines**

### **What is Consent?**

- Parent or adult student has been **fully informed** of all information relevant to the activity for which consent is sought.
- Parent or adult student agrees **in writing** to carrying out the activity for which consent is sought. (Refer to DPI IEP form I-1-A).
- Parent or adult student understands that consent is **voluntary and may be revoked at any time** before the district initiates or carries out the proposed activity/action
- Consent is valid only for that activity(ies) for which consent is sought. Consent needs to specify the purpose(s) and the time period for which it is valid, so whether consent would cover more than just the upcoming IEP meeting would depend on those elements.
- Must be signed and returned to the district **BEFORE** the invitation to the IEP meeting can be sent out.
- Any time you disclose a student has a disability or share information about the student consent must be obtained. **Two exceptions are when there is a court order to release records or specific authority granted in statute** (such as when a child transfers from one school district to another).

Source: Student Records and Confidentiality, October 2003.

### **Frequently Asked Questions Regarding Consent:**

**1. Do I need to obtain consent to invite an agency representative to an IEP meeting?**

**Yes.** Consent **MUST** be obtained before you can invite an outside agency representative.

**2. Do I need to obtain consent to disclose a disability to an employer for work experience per IEP?**

**Yes.**

**3. Do I need to obtain consent when an outside agency representative (such as DVR) comes to my classroom to provide a group presentation on information about eligibility and services?**

**Yes.** Inviting a DVR rep. to come into a special education classroom is really no different than inviting a DVR rep. to a student's IEP meeting; the district would be divulging more than just directory data to the DVR rep. If DVR came to school during the day and was given a separate room in which to make a presentation (not the special education classroom) adult students could choose whether to attend or not. Students below age 18 would need to have parent consent in order to attend the DVR presentation. If you invited DVR to an evening meeting and extended an invitation to parents and students then they could make the determination as to whether they wanted to attend.

**4. Do I need to obtain consent if the students meet individually with an outside agency representative (such as DVR)?**

**Yes,** if it initiated/arranged by the school, unless the student is age 18 and volunteers to participate.

**No,** if the parent initiates the meeting OR if the student is age 18 and volunteers to participate.

**5. Do I need to obtain consent for outside agencies who have been court ordered (such as a social worker, police officer or probation officer)?**

**Yes,** unless the court also issued an order to release records.

**6. Do I need to obtain consent for a social worker to attend meetings or share information?**

**Yes.**

**7. Do I have to use DPI form I-1-A?**

**No,** you are not required to use DPI forms however, if you use or modify forms they must be approved by DPI.

**8. May I include more than one agency representative on one consent form?**

**Yes.**

**9. What does obtaining parent consent on DPI I-1-A allow?**

Obtaining parent or adult student consent on DPI form I-1-A only allows for the disclosure of personally identifiable information to a participating agency representative at the IEP meeting to which the individual is invited. Parent or adult student consent on this form would not permit the disclosure of personally identifiable information to a participating agency representative or other individuals in other situations or under other circumstance.

**10. Can a LEA general release form include inviting participation agency representative to an IEP meeting?**

**Yes**, because of the narrow or limited application of using form DPI I-1-A to obtain parent or adult consent to disclose personally identifiable information, several LEAs have modified their general release of information forms to include inviting participation agency representatives to IEP team meetings. These general releases of information forms should identify the period of time that the consent covers, for example 9/1/07 – 8/31/08.

**11. What is the time limitation on the length of time a LEA could request consent for?**

While there does not appear to be a limitation on the length of the time a LEA could request consent for the release of personally identifiable information the Department of Public Instruction recommends the parent and the adult student consent to release personally identifiable information be obtained **annually**.

**c. Indicator 13 and 14 from Special Education State Performance Plan**

**Required by IDEA Regulation**

Each state must collect valid and reliable information as needed to report annually to the secretary on the indicators established by the secretary for the state performance plans. 300.600(d) (1)

**Indicator 13 IEPs and Postsecondary Goals**

“Percent of youth with IEPs aged 16 and above with an IEP that includes **appropriate measurable postsecondary goals** that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))

To determine Indicator 13 results, a checklist of seven questions was adopted from the National Secondary Transition Technical Assistance Center (NSTTAC) <http://www.nsttac.org>.

**Check list**

*Any “No” response on the checklist means the IEP reviewed does not meet standard*

1. If the purpose of an IEP team was to consider transition services, the student was invited.
2. Is there a measurable postsecondary goal(s) that covers education or training, employment, and, as needed, independent living?
3. Is there evidence that the postsecondary goal(s) were based on age-appropriate transition assessment?
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

5. For transition services that are likely to be provided or paid for by other agencies during the term of the current IEP; with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agencies were invited to the IEP meeting?
6. Do the transition services include a course of study that aligns with the student's postsecondary goals?
7. Is there an annual IEP goal(s) that will reasonably enable the student to meet the postsecondary goal(s)?

### **Wisconsin's Post High School Outcome Survey (WPHSOS) and Indicator 14**

#### **What is it?**

Indicator 14 helps us describe the further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life. ***Indicator 14 of the State Performance Plan (SPP) requires states report an unduplicated count of the:***

*“Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:*

- A. Enrolled in **higher education** within one year of leaving high school.*
- B. Enrolled in **higher education or competitively employed** within one year of leaving high school.*
- C. Enrolled in **higher education or in some other postsecondary education or training; or competitively employed or in some other employment** within one year of leaving high school”*

20 USC 1416(a)(3)(B)

#### **Why is This Data Collection Required?**

- Federal and State Indicator 14 data collection and reporting requirements
- Set measurable and rigorous state targets based on baseline performance
- Meet state and local public reporting requirements
- District improvement planning
- Support the successful transition of all Wisconsin's youth with disabilities to adult living

#### **What Data are Collected and Reported?**

(1)The district provides students' post high phone numbers. (2) Youth (or family) are called for a telephone interview and asked questions about where the youth is living, supports they are using, participation in postsecondary education, training programs and employment, IEP planning, high school experiences, difficulties participating in adult activities as they planned when in high school, and positive things that happened in high school to help them meet their goals. This is the only publicly reported district data. The interview questions are posted on the WPHSOS website at <http://www.posthighsurvey.org/>. This website also provides survey instruments, timelines, resources and training materials.

#### **Who is Included in the Interviews?**

All district former students who have been identified as exiting school with a regular diploma, a certificate of attendance, by reaching maximum age of eligibility for services (age 21), or by dropping-out at (age 14 or older) are attempted to be contacted for a telephone interview one year after they have left school.

### **Who Interviews the Former Students?**

The Wisconsin Department of Public Instruction (DPI) must ensure that post high school outcomes data are collected from each district within a 5-year cycle. School districts are responsible for collecting contact information on youth who are in their senior or last year of school. CESA #11 has been contracted to assist districts with the data collection and reporting responsibilities of Indicator 14. St. Norbert College Survey Center (De Pere, WI) contacts the students on behalf of the school district, at no cost to the district. In non-required years, districts may choose to call their own exiters; training materials are on the WPHSOS website.

### **When are the Interviews Conducted?**

Interviews are conducted one calendar year (June 15 – August 30) after the student has exited school AND the district is in a Self-Assessment Monitoring year. Local results are available for districts to view by October 1. Districts report the postsecondary education and employment engagement rates of exiters, and each district in the survey year contributes to the State Indicator 14 engagement rate that is reported.

### **How are the WPHSOS and Indicator 14 Related?**

Districts collect and report post high school outcomes because it is federally required to fulfill Indicator 14 requirements. Data reported publicly and to the DPI are limited to just the percentage of youth employed and attending postsecondary education. The WPHSOS survey provides much more information, and can be utilized any year, by any district, can include exiters without disabilities, and can be used to set and track local improvement activities. All interview questions can be viewed by gender, disability, ethnicity, and exit reason, and is not required to be publicly shared.

### **Definitions**

**“Higher education”**: 2 or 4-year degree program provided by community or technical college (2 year) and/or college/university (4 year program).

**“Other postsecondary education”**: compensatory education, high school completion degree, vocational school, apprenticeship or short-term training program, on-the-job training program, Job Corps, adult education, vocational/technical school which is less than a two year program, Vista, Peace Corps, AmeriCorps, others.

**“Competitive employment”**: Ninety (90) cumulative days or 3 months of continuous work at an average of 20 hours per week; includes the military and supported employment.

**“Other employment”**: worked for pay or been self-employed for a period of at least 90 days at any time in the year since leaving high school; includes sheltered employment, volunteer, self-employment, work out of their home, farming, others.

### **Statewide Resources**

Steve Gilles: State Transition Consultant and Indicator 13  
[steve.gilles@dpi.state.wi.us](mailto:steve.gilles@dpi.state.wi.us) or 608-266-1146.

Mary Kampa: Project Director, Post School Follow up and Indicator 14  
[kampam@shelllake.k12.wi.us](mailto:kampam@shelllake.k12.wi.us) or 715-416-0609.

Linda Maitrejean: Project Director, Wisconsin Statewide Transition Initiative (WSTI)  
[lindam@cesa11.k12.wi.us](mailto:lindam@cesa11.k12.wi.us) or 715-986-2020

CESA Transition Coordinators: technical assistance regarding WSTI Checklist, TACs, TATs and TANs,  
(contact information on the WSTI website)

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

Technical assistance and support for State Performance Plan (SPP) Indicators

<http://www.dpi.wi.gov/sped/spp.html>

## **Appendix 4**

### **Division of Vocational Rehabilitation (DVR) Resources**

This appendix includes information specific to Division of Vocational Rehabilitation. It provides information on Eligibility, how the waiting list works (Order of Selection), and what services DVR can provide.

#### **a. Eligibility/Order of Selection for DVR**

**Two separate determinations must be made before an individual with a disability receives DVR services:**

- Eligibility determination
- Placement on the order of selection waiting list

**To be eligible for DVR:**

- The individual has a physical and/or mental disability.
- The disability makes it difficult for the person to obtain, retain, and/or advance in employment.
- The individual requires DVR assistance to achieve an appropriate employment goal.

**A person is presumed eligible for DVR services if they are receiving Social Security Disability Income (SSDI) or Social Security Income (SSI) and want to work.**

Because DVR may not have sufficient resources to provide services to everyone who is eligible, the Rehabilitation Act requires that people with the most significant disabilities be served first. That is the reason for the second determination, placement on the order of selection waiting list. Once an individual has met the test for the eligibility determination, DVR must assess how significantly disabled the individual is. DVR has three categories of severity:

- Most significantly disabled (category 1)
- Significantly disabled (category 2)
- Disabled (category 3)

To be placed in category 1, an individual must have significant functional limitations in three functional areas.

To be placed in category 2, an individual must have a significant functional limitation in one functional area.

To be placed in category 3, an individual would have limitations not determined as significant.

**The following defines and gives examples of the functional areas assessed the waiting list:**

**The placement of an individual on the DVR waiting list takes into account how severely disabled the individual is in the following areas:**

#### **Mobility**

Mobility means the physical, cognitive and psychological ability to get to work from home and to move around a worksite or participate in work activities.

Examples of significant mobility limitations:

1. Person with mental illness who has sufficient anxiety when in public that he/she cannot utilize public transportation effectively
2. Person in a wheelchair who does not have the upper body strength to move around any areas which are carpeted or uneven.
3. Person who has traumatic brain injury and who cannot consistently take the bus independently to work because he/she becomes disoriented when anything unpredictable occurs in their routine.

### **Communications**

Communication means the physical, cognitive, and psychological ability to exchange information effectively when participating in work related activities.

Examples of significant limitations in communication:

1. Individual with hearing impairment who cannot verbally communicate comfortably with hearing co-workers.
2. Individual with specific learning disability who cannot read written instructions from supervisor and translate them into expected work activities.
3. Individual with speech impediment who cannot communicate questions about work to co-workers or supervisors.

### **Self-Care**

Self-care means the physical, cognitive, and psychological ability to perform activities of daily living at a level which allows the individual to participate in work-related activities.

Examples of significant limitations in self-care:

1. Quadriplegic who cannot take care of own toileting needs at work.
2. Diabetic who requires precise timing of meal and snack breaks and cannot work in situations requiring scheduling and work task flexibility and responsiveness to work flow variations.
3. Person with brain injury who cannot remember morning grooming procedures without prompting by an attendant - the attendant does not arrive in time to allow this person to get to work before 10 a.m.

### **Self-Direction**

Self-direction means the physical, cognitive, and psychological ability to initiate, organize, and make decisions in one's own best interest at a level allowing the individual to participate in work-related activities.

Examples of significant limitations in self-direction:

1. Individual with alcoholism who relapses every 2-3 months and goes on multi-day binge not allowing him/her to report to work.
2. Individual with specific learning disability who cannot independently find work to do to keep busy, or to appear busy, at work.
3. Individual with history of depression who cannot apply for promotions because of depression and medication related lethargy.

## **Interpersonal Skills**

Interpersonal skills means the physical, cognitive, and psychological ability to establish and maintain relationships with others at a level which allows the individual to participate in work-related activities.

Examples of significant limitations in interpersonal skills:

1. Individual with personality disorder who makes co-workers frightened and uncomfortable.
2. Individual with hearing impairment who speaks with exaggerated affect, which is normal in the deaf community, but which makes co-workers think he/she is angry or over-bearing.
3. Individual with depression who is socially isolated and unable to participate in the expected break room camaraderie of after-hours activities. Therefore, co-workers think he/she is stuck up and unfriendly.

## **Work Tolerance**

Work tolerance means the physical, cognitive and psychological ability to meet the demands of participating in work-related activities. (For example, how long and under what conditions can the individual work?)

Examples of significant limitations in work tolerance:

1. Individual with anxiety disorder who cannot work when panic attacks occur. Requires very flexible scheduling to accommodate unexpected anxiety.
2. Individual with back injury who can only work four hours per day because of pain.
3. Individual with carpal tunnel syndrome who cannot manipulate with hand and finger dexterity consistently. Drops objects frequently because of lack of strength in hands.

## **Work Skills**

Work skills means the physical, cognitive, and psychological ability to meet employment expectations for entry-level workers (or in the case of someone who is already employed, the expectations of employers for someone at that level of employment). In other words, is there a reasonable expectation that this person could obtain some kind of work or participate in work-related activities without training?

Examples of significant limitations in work skills:

1. Individual with 8<sup>th</sup> grade education who has lifting restriction of five pounds because of back injury. Cannot perform unskilled labor.
2. Individual with brain injury who does not know how to stay on task for longer than five minutes without disrupting the work of co-workers.
3. Individual with specific learning disability who cannot fill out job applications or personnel papers as expected of new employees.

## **b. Services under DVR**

DVR can provide almost any service necessary for you to achieve the vocational goal written on your IPE (Individualized Plan for Employment). Following is a list of examples of services some students receive if they need them to achieve their vocational goal:

### **Guidance and Counseling:**

A DVR Counselor's role is to provide information and share knowledge about the impact disabilities have on employment. A counselor and consumer will begin to discuss their abilities, needs, and interests. This is the first step in choosing a job or career. Together a consumer and counselor will set up a plan to meet their work goals. This plan is called an Individualized Plan for Employment. The consumer and counselor will meet as often as necessary to make progress towards achieving the consumer's plan.

### **Finding and Keeping a Job:**

Getting a job is the goal of a consumer's rehabilitation program. A counselor will work with a consumer with their job search by providing resources and assistance and may refer a consumer to work with a local organization if determined needed. A counselor may also work with a consumer and employer after the consumer has started work to help make any necessary adjustments and to be certain everything is going well before the case is closed. A counselor will also work with a consumer to determine if there are any services needed to assist a consumer in keeping their job.

### **Assistive Technology:**

Sometimes there are technological aids and devices that can make it easier to do a job or to continue with the training a consumer needs. Other times, changes in how a job is done may be helpful.

### **Training:**

If a consumer does not have the work skills they need, training may be needed. A counselor will know about the available programs in an area. Training may be at a school or on the job. A counselor will work with a consumer to identify other services that are necessary in supporting the job/career goal.

**A full listing of scope of services can be found in the DVR program manual:**

[http://dwd.wisconsin.gov/dvr/policy/vr\\_program\\_policy.pdf](http://dwd.wisconsin.gov/dvr/policy/vr_program_policy.pdf).

# The Vocational Rehabilitation Process & Choices in the Process

## STEP 1

### Eligibility and VR Waiting List

#### Eligibility:

You are eligible if your disability is stopping you from getting or keeping a job that uses your skills and abilities.

AND

You require VR services to deal with your disability limitations so you can reach your job goal.

#### Waiting List:

When VR does not have enough funding, VR must use a waiting list process called Order of Selection. An eligible person will be placed on the waiting list and contacted by VR when VR can work with them.

As people get jobs, VR contacts the next names on the waiting list.

#### Choices:

Bring your disability information to VR or sign release forms so VR can get disability records.

Ask VR to pay for a disability evaluation if you do not have complete or current disability information.

**Timeframe: 60 days**

## STEP 2

### Gather Information on Jobs & Disability

#### Questions to Answer:

➔ Do you know what types of jobs match your skills?

➔ Do you know if those jobs are available where you plan to live and work?

➔ If you receive disability benefits, will your job goal pay enough to replace your benefits?

➔ If you cannot work full-time, will your job goal jeopardize your benefits?

➔ How can the limitations caused by your disability be addressed?

➔ Do you need your disability assessed by an expert who can answer those questions?

#### Choices:

Find the answers to these questions and share them with your VR counselor.

Work with your VR Counselor to find the answers.

Select service providers who can help you find the answers.

## STEP 3

### Plan for Employment (IPE)

#### The Plan Lists the Services You Will Receive from VR

You and VR need to agree on the Plan for Employment.

You need to agree on your job goal and what you and VR need to do to reach your employment goal.

#### Questions to Answer:

➔ What will you need to do to address the limitations of your disability?

➔ What will you do to learn the skills for your job goal? (ex. schooling, work-experience, On-the-Job training?)

➔ Do you need new assessments to answer these questions?

#### Choices:

Write the Plan with VR help, by yourself, or with help from someone else.

Work with your VR Counselor to find the answers.

Select service providers who can help you find the answers

## STEP 4

### Employment and Follow up

#### Seeking Employment:

You are ready to apply for jobs or change jobs if your current job is not suited to your skills.

➔ Do you know how to use Job Center resources to find jobs?

➔ Do you need help from a Job Placement person?

#### Job Follow Up Activities:

When you are hired, keep in touch with VR to let your VR counselor know how it is going.

If you find there are things you cannot do contact your counselor right away.

#### Choices:

You can extend the 90-day follow-up if you are having problems on the job.

**Timeframe: 90 days**

## STEP 5

### Closure - End VR Services (at this time)

#### When Active VR Services Stop, Your VR File is Closed

VR should not close your case until you and your VR Counselor discuss it.

If you cannot be reached, VR will close your case. This allows them to serve people on the waiting list.

#### Reasons to Close Your Case:

➔ You are working at a job related to your job goal

➔ Your disability or personal matters are keeping you from working with VR at this time

➔ You cannot risk losing your disability benefits such as your health care benefit.

➔ You cannot get a job that replaces your benefits.

#### Choices:

You can reapply to VR at any time. Your VR case will be closed when you are successfully employed or when you are not able to actively work on reaching your job goal.

## **Appendix 5**

### **Department of Health Services Resources**

The Department of Health Services (DHS) is the primary state agency responsible for the development and implementation of statewide policy, services and supports for people with disabilities. Following is a listing and brief description of programs administered by DHS which may be particularly helpful for young people with disabilities who are making the transition from school to employment or independent living. Wisconsin currently has two social service systems:

1) a state-supervised, county-operated social service system, where many of these programs are accessed locally through county human service departments; and 2) a managed care system utilizing public/private partnerships to service multi-county areas of the state, which are accessed through local Aging and Disability Resource Centers. Which system depends on where you live. Additional information on each of these programs is available by following the links provided.

#### **a. Programs Which are Accessed Locally**

##### **Aging and Disability Resource Centers**

ADRCs are a place to get accurate, unbiased information on all aspects of life related to aging or living with a disability. These centers are friendly, welcoming places anyone can contact to receive information and assistance regarding not only the public benefits that may be available, but all of the programs and service available throughout the area. ADRCs are also the place to initiate applications for Family Care (Wisconsin's managed care system). Individuals, concerned families or friends, or professionals working with issues related to aging, physical disabilities, developmental disabilities, mental health issues, or substance use disorders, can receive information specifically tailored to each person's situation. ADRC services can be provided at the Center, or via telephone or through a home visit, whichever is more convenient to the individual seeking help.

<http://dhfs.wisconsin.gov/LTCare/Generalinfo/RCs.htm> and

<http://dhfs.wisconsin.gov/LTCare/pdf/adrcontactlist.pdf>

##### **Disability Benefit Specialist**

The DBS program is a service of the Aging and Disability Resource Centers. Disability Benefit Specialists provide information and assistance in accessing benefit programs to people ages 18 to 59 with physical disabilities, developmental disabilities, mental illness and substance use disorders. The DBS provides information about a wide variety of public and private benefit programs, including Medicaid, Medicare, Family Care, Supplemental Security Income (SSI), Social Security Disability Income (SSDI), housing assistance programs, private health and disability insurance, etc. The DBS may also provide assistance with application and appeal procedures.

<http://dhfs.wisconsin.gov/disabilities/benspecs/program.htm>

##### **Medicaid / Medical Assistance**

Medicaid is a state and federal assistance program that helps certain needy and low-income people pay their medical bills. Medicaid is also known as Medical Assistance, MA, Title XIX, and T19.

<http://dhfs.wisconsin.gov/Medicaid/> and

[http://dhfs.wisconsin.gov/medicaid1/recpubs/eligibility/book\\_a.htm#wisconsin](http://dhfs.wisconsin.gov/medicaid1/recpubs/eligibility/book_a.htm#wisconsin)

### **Medicaid Purchase Plan**

The Medicaid Purchase Plan offers people with disabilities who are working or interested in working the opportunity to buy health care coverage through the Wisconsin Medicaid Program. Depending on an individual's income, a premium payment may be required for this health care coverage.

<http://dhfs.wisconsin.gov/medicaid1/recpubs/factsheets/phc10071.htm>

### **Community Integration Program (CIP)**

Where managed care does not yet exist, CIP provides Medicaid Waiver funding to help people with developmental disabilities relocate from or avoid the need for placement in a state center or nursing home.

<http://dhfs.wisconsin.gov/bdds/cip/index.htm>

### **Community Options Program Waiver (COP-W)**

Where managed care does not yet exist, COP-W provides Medicaid Waiver funding for home and community-based care for elderly and individuals with physical disabilities who have long term care needs and who would otherwise be eligible for Medical Assistance reimbursement in a nursing home.

[http://dhfs.wisconsin.gov/LTC\\_COP/COP.HTM](http://dhfs.wisconsin.gov/LTC_COP/COP.HTM)

### **Family Care**

Family Care is a Medicaid-funded managed long-term care program that provides a wide range of health and long-term support services. It is available to elderly people, people with physical disabilities, and people with developmental disabilities in selected counties. Individualized care is planned, coordinated and paid for through Managed Care Organizations (MCOs). Eligibility for this program is determined by the ADRC.

<http://dhfs.wisconsin.gov/LTCare/Generalinfo/Index.htm> and  
<http://dhfs.wisconsin.gov/LTCare/BeingAFullPartner.htm#toc01>

Self-directed Support Waiver (IRIS) – is an alternative approach to managed care, that allows each individual to be the primary decision-maker in determining services and supports. Eligibility is determined through the ADRC. <http://dhs.wisconsin.gov/bdds/sds/>

### **Wisconsin Partnership Program**

Partnership is a comprehensive program of services for older adults and people with physical disabilities who are eligible for Medicaid and meet nursing home level of care. The program integrates health and long-term support services, and includes home and community-based services, physician services, and all medical care. Services are coordinated through a team-based care management process and are delivered in the participant's home or a setting of his or her choice.

<http://dhfs.wisconsin.gov/WIpartnership/index.htm>

### **SSI Managed Care**

A Medicaid managed care program for individuals, aged 19 and older who are receive Supplemental Security Income and Medical Assistance (Medicaid) and are not enrolled in another publicly funded managed care program (Family Care, PACE, or Partnership).

<http://dhfs.wisconsin.gov/medicaid7/recipients/guide/ssiguide01.htm>

**Community Mental Health Services** - Community based rehabilitation, treatment and crisis intervention services are available through county mental health departments. [http://dhfs.wisconsin.gov/mh\\_bcmh/](http://dhfs.wisconsin.gov/mh_bcmh/)

## **Supported Employment**

Supported employment is an employment service for individuals who, because of disabilities, need job coaching or other ongoing support services in the paid, competitive workforce.

<http://dhfs.wisconsin.gov/bdds/sep/index.htm>

## **Independent Living for Children in Out-of-Home Care**

Independent living services are designed to help youth 15 to 21 years of age gain the skills necessary for successful transition from out-of-home care to living independently in the community.

<http://dhfs.wisconsin.gov/children/IndLiving/index.HTM>

## **FoodShare**

FoodShare, formerly known as the Food Stamp program, helps people with limited incomes buy the food they need for good health. The program is available to people of all ages who have a job but have low incomes, are living on small or fixed income, have lost their job, retired or are disabled and are not able to work. <http://dhfs.wisconsin.gov/foodshare/>

## **b. Programs Which Are Accessed At The State Or Regional Level**

### **Blind or Vision Impaired Information and Services**

Assessment, training and information to enhance independent living skills and quality of life for adults with vision loss. <http://dhfs.wisconsin.gov/blind/> and <http://dhfs.wisconsin.gov/blind/regionaloffices.htm>

### **Deaf and Hard of Hearing Information and Services**

Information about available technologies, services and community supports, issues and laws relating to the rights of people who are deaf or hard of hearing, and support in obtaining appropriate information and services and consulting with educational, medical, legal, law enforcement, and service agencies and other service providers to modify programs or policies to make supports and services accessible to people who are deaf or hard of hearing. <http://dhfs.wisconsin.gov/sensory/Cover/Services.htm> and

<http://dhfs.wisconsin.gov/sensory/Staff/DSL-regions.htm>

### **Independent Living Centers**

ILCs are consumer-directed, non-profit organizations that provide peer support, information and referral, independent living skills training, and person and systems advocacy. Some ILCs provide additional services such as: community education, training on the Americans with Disabilities Act, personal care and service coordination. <http://dhfs.wisconsin.gov/Disabilities/Physical/ILCs.htm>

### **Pathways to Independence**

Wisconsin Pathways to Independence (WPTI) is a partnership between people with disabilities, business and government. It offers a comprehensive collection of services that, taken together, are designed to remove or reduce barriers to employment for persons with severe disabilities. Services include benefits counseling, vocational/employment counseling, planning and support and long-term follow-up and intervention as necessary. <http://dhfs.wisconsin.gov/WIpathways/index.htm>

### **Wisconsin Assistive Technology Program**

WisTech provides information on selecting, funding, installing and using assistive technology to enable people with disabilities to improve their independence and quality of life in the community, at home, at work, and at school. <http://dhfs.wisconsin.gov/Disabilities/wistech/>

## **Appendix 6**

### **Youth Development and Leadership Resources**

Numerous resources are available on youth development and leadership, many of which were created by youth, for youth. The following resources will help you on your way to partnering with youth in meaningful ways.

For more information about the following resources or to obtain a copy, please contact Jenny Neugart, Pathways to Independence Youth Projects Lead at [Jennifer.neugart@wisconsin.gov](mailto:Jennifer.neugart@wisconsin.gov) or at (608) 266-8778 for more information.

#### **Leadership: A Guide to Promoting Leadership Skills in Youth with Disabilities**

#### **Self-Determination Strategy Guide**

**Youth Leadership and Development: A Training Guide** by Jonathan Mooney and LeDerick Horne

**Starting a Statewide Youth Leadership Council** developed by the Wisconsin Statewide Transition Initiative's Youth Leadership Council

#### **How to Start Your Own Natural Supports Event**

#### **Strategies for Developing Extracurricular Activities**

#### **Strategies for Developing Youth Leadership**

#### **Strategies for Involving Youth in Service-Learning Activities**

#### **Resource Map of Statewide Youth Opportunities**

#### **Resource Map of Youth Publications**

#### **Get Involved! Statewide Leadership Opportunities for Youth with Disabilities**

The following resources are available for download at the website address listed:

**Youth Fact Sheets** – A series of six fact sheets developed and edited by youth with special health care needs. Topics include planning for technical or 4-year college, how to get supports in the workplace, how to be involved in the Individual Education Planning process and others.

<http://www.waisman.wisc.edu/hrtw/YFS.pdf>

**Youth As Partners** – A training curriculum that helps adult organizations more meaningfully include youth with disabilities as full team members and active participants in community organizations, decision-making councils and policy-making boards. Included are modules on the disability culture, the youth culture, and creating active partnerships with youth.

<http://www.waisman.wisc.edu/hrtw/YP.pdf>

**Stories of Transition** – A booklet highlighting the stories of 4 Wisconsin youth who have gone through transition – the good and the bad.

<http://www.waisman.wisc.edu/hrtw/Transitionstories.pdf>.

**The Power of Peer Mentoring** – A guide to developing a peer mentoring program between youth with special health care needs and young adults who have similar special health care needs and/or life experiences. Includes guidelines for setting up a mentoring program, sample marketing materials and helpful tips for success. <http://www.waisman.wisc.edu/hrtw/PPM.pdf>

### **10 Things Employers Can Do To Support Youth**

[http://www.waisman.wisc.edu/naturalsupports/Tip\\_Sheets/10\\_things\\_employer.pdf](http://www.waisman.wisc.edu/naturalsupports/Tip_Sheets/10_things_employer.pdf)

### **10 Things Social Organizations and Associations Can Do To Include Youth With Disabilities -**

[http://www.waisman.wisc.edu/naturalsupports/Tip\\_Sheets/10\\_things\\_social.pdf](http://www.waisman.wisc.edu/naturalsupports/Tip_Sheets/10_things_social.pdf)

### **Tips for Working with Youth**

[http://www.waisman.wisc.edu/naturalsupports/Tip\\_Sheets/youthtips.pdf](http://www.waisman.wisc.edu/naturalsupports/Tip_Sheets/youthtips.pdf)

**Whose Life Is It Anyway?** – A unique exploration of the relationships between three key transition partners: Becky, the youth; her mother and her teacher. It includes talking points for group discussion and best practice in adolescent transition. Outcomes include helping all partners raise expectations about what youth with disabilities can achieve, how to meaningfully involve youth in the process and ultimately, how to better understand each participant's perspectives.

<http://www.waisman.wisc.edu/hrtw/wlia.pdf>

**Leading a Meeting Fact Sheet** <http://www.fvkasa.org/resources/files/civil-meeting.pdf>

### **How to Give a Presentation Fact Sheet**

<http://www.fvkasa.org/resources/files/civil-presentation.pdf>

**Leadership Tips** <http://www.fvkasa.org/resources/files/civil-leadership.pdf>

**National Standards & Quality Indicators: Transition Toolkit for Systems Improvement** by the National Alliance for Secondary Education and Transition (NASET)

<http://www.nasetalliance.org/docs/TransitionToolkit.pdf>

## **Youth Development and Leadership Statewide Opportunities**

### **WI Youth First Website!**

**Wisconsin Youth First** is the first-of-its-kind website developed *by* youth, *for* youth!

This website was created so youth had one place to go to get all the information they needed about school, work, and leadership activities. It's also a place for youth from all over the state to connect with each other. Website features: Calendar of youth activities, Google Groups chat feature, our own YouTube Channel, information on working, college, relationships, and much more. Families and professionals will also find the site useful for finding information geared toward youth.

### **How can you participate?**

To keep this website fresh and unique we need youth giving us their ideas! Send us your ideas, web links, cool videos, etc. Come back often for new info!

**For more information**, contact us at [wiyouthfirst@gmail.com](mailto:wiyouthfirst@gmail.com) and don't forget to check us out at [www.wiyouthfirst.org](http://www.wiyouthfirst.org).

### **WI Statewide Community on Transition**

Transition leaders from across the state get together 3 times a year to talk about how to make things better for youth with disabilities who are transitioning to adulthood. The group welcomes youth at the meetings so you can share your experiences to make things easier for other youth with disabilities.

**How can you participate?** Attend a meeting or give your ideas to a youth who can share them with the group if you can't go. Join the Youth Development and Leadership, Health, Families, Postsecondary or Data Practice Groups, which typically meet by phone. Meeting times are based on what works for the members.

**For more information on the Community on Transition**, contact Linda Maitrejean [lindam@cesa11.k12.wi.us](mailto:lindam@cesa11.k12.wi.us).

### **For more information on practice groups please contact group facilitators:**

Youth Development & Leadership: Cheryl Schiltz [cheryls@ilcw.org](mailto:cheryls@ilcw.org)

Parents & Families: Sherry Gundlach [sgundlac@cesa6.k12.wi.us](mailto:sgundlac@cesa6.k12.wi.us)

Health: Amy Whitehead [amy.whitehead@dhs.wisconsin.gov](mailto:amy.whitehead@dhs.wisconsin.gov)

Post Secondary Education: Elizabeth Watson [Watsone@uww.edu](mailto:Watsone@uww.edu),

Sandy Hall [sghall@matcmadison.edu](mailto:sghall@matcmadison.edu)

Data: Mary Kampa [maryk@cesa11.k12.wi.us](mailto:maryk@cesa11.k12.wi.us)

### **Wisconsin Youth Leadership Forum (YLF)**

The YLF is a week long leadership training program for high school students with disabilities who are motivated and active in their schools and communities. Sharpen your leadership skills and become a recognized leader in your state.

Applications are made available in late fall each year – check with your school—or at: <http://wsti.org/ylc.ylf.php>

**How can you participate?** Apply! (The YLF is a competitive process).

**For more information,** contact Joe Mielczarek at 715-573-2671 or [mielczarj@yahoo.com](mailto:mielczarj@yahoo.com).

### **Statewide Youth Speakers Bureau**

This is a list of youth from all over Wisconsin who are interested in speaking at a variety of events like conferences, meetings, and college classes about your experiences as a youth or young adult with a disability.

**How can you participate?** Sign up and tell your story!

**For more information or to sign up,** contact the WI Youth First group at [wiyouthfirst@gmail.com](mailto:wiyouthfirst@gmail.com) or apply online at [www.wiyouthfirst.org](http://www.wiyouthfirst.org).

### **A Gathering of Youth Conference**

A conference just for you! A Gathering of Youth runs alongside the Circles of Life main conference with one major difference - only youth are allowed to attend these sessions. The conference is planned **by** youth, **for** youth.

**How can you participate?** Attend the conference or join the planning committee. All planning is done over the phone so youth from anywhere in the state can participate.

**For more information,** contact Kirsten Engel at (608) 242-8484 or [kirstene@accesstoind.org](mailto:kirstene@accesstoind.org) or check out the website [www.wfv.org/circle/](http://www.wfv.org/circle/).

### **YiPPE! Youth in Partnership with Parents for Empowerment**

An opportunity for youth, ages 15 to 20, and their parents to talk about and plan for what comes after high school over 5 weekends. You'll do hands on, fun activities to help you prepare for life after high school while your parents hear from speakers from all over the state. You'll also get to do fun stuff like go to a water park, and make cool friends. New sessions start in October of each year.

**How can you participate?** Ask for more information, tell your parents and sign up! Brochures are available at [http://www.dpi.wi.gov/sped/par\\_partn.html](http://www.dpi.wi.gov/sped/par_partn.html).

**For more information,** contact Jenny Neugart at (608) 266-8778 or [jennifer.neugart@wisconsin.gov](mailto:jennifer.neugart@wisconsin.gov).

### **Peer Power**

Peer Power helps you become better prepared to transition to adult life by giving you an opportunity to meet other youth who are in similar situations. By sharing knowledge, skills and support a Peer Power group gives you the needed time to absorb information and practice skills so you can use the information to plan for your future, all with the help of your peers. Peer Power gives you an opportunity to develop a sense of personal power by allowing you to express yourself and talk about your ideas and goals.

**How can you participate?** Join a Peer Power group in your area or become a mentor for other youth.

**For more information,** contact Cheryl Schiltz at (608) 256-9257 or toll free at (866) 656-4010 or [cheryls@ilcw.org](mailto:cheryls@ilcw.org).

### **The Midwest Alliance in STEM**

Are you or someone you know a 9-12th grade or college or university student with a disability who is looking to be successful in achieving a college degree and career? Would you like to develop the skills that are necessary to flourish in your academic and professional life? The Midwest Alliance strives to increase the involvement and level of success of students with disabilities completing postsecondary degrees, and entering careers in social science, science, technology, engineering, and mathematics (STEM) fields and programs.

**How can you participate?** There are three main ways in which we help students with disabilities pursue their academic and career goals: One-on-One Mentoring Placements; Internship Searches and Placement Support; Enrichment Camps, Special Events, and STEM Exploration.

**For more information,** visit <http://www.stemmidwest.org> or contact our Outreach Coordinator, Dan Nordstrom, at (608) 890-0992 or by email at [dnordstrom@wisc.edu](mailto:dnordstrom@wisc.edu).

## Appendix 7

### Opportunities to Learn

For those who would like to learn more about transition or DPI, DVR, and DHS, the following websites are provided:

#### **Department of Health Services (DHS)**

Find information related to services available, eligibility requirements, and related resources and programs.

<http://dhs.wisconsin.gov/>

#### **Department of Public Instruction (DPI) - Transition**

The DPI website provides you with various types of information related to transition including rights and responsibilities, brochures, and links to other resources.

<http://dpi.wi.gov/sped/transition.html>

#### **Division of Vocational Rehabilitation (DVR)**

Includes links on applying for services, related resources, services, and state and federal law.

[www.dwd.state.wi.us/dvr/](http://www.dwd.state.wi.us/dvr/)

DVR transition service link including contacts:

<http://dwd.wisconsin.gov/dvr/tran.htm>

#### **National Collaborative on Workforce and Disability:**

Provides resource information on employment and youth with disabilities.

[www.ncwd-youth.info/](http://www.ncwd-youth.info/)

#### **Wisconsin Post High School Outcomes Survey (WPHSOS)**

This website provides information on the data collection instruments and survey results of youth with disabilities after they exit high school.

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

#### **Wisconsin Statewide Transition Initiative (WSTI)**

This website provides information related to training opportunities, youth involvement, and transition related resources and links.

[www.wsti.org/fy.main.php](http://www.wsti.org/fy.main.php)

#### **Association for Persons in Supported Employment (APSE)**

The Network on Employment is a membership organization formed in 1988 as the Association for Persons in Supported Employment to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities

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

#### **Wisconsin Community on Transition**

The Wisconsin Community on Transition meets to improve collaboration and communication among agency representatives, to increase state, county and local networking capabilities to improve outcomes for youth with disabilities. Read more on the Wisconsin Community on Transition, Wisconsin Youth Leadership Council upcoming events, and gain new resources and insights.

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

#### **Wisconsin Assistive Technology Initiative**

A statewide project to make assistive technology devices and services more available to children with disabilities.

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

#### **The DVR/DPI/DHS Interagency Agreement:**

[http://dwd.wisconsin.gov/dvr/pdf\\_files/dpi\\_interagency\\_agreement.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf)

## **Appendix 8**

### **Resources That Can Help You Further**

**Interagency Agreement** [http://dwd.wisconsin.gov/dvr/pdf\\_files/dpi\\_interagency\\_agreement.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf)

**Transition Action Guide** [http://dwd.wisconsin.gov/dvr/pdf\\_files/tag.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf)

**Steve Gilles, State Consultant - Transition, DPI**

608-266-1146

[steve.gilles@dpi.wi.gov](mailto:steve.gilles@dpi.wi.gov)

<http://www.dpi.wi.gov/sped/transition.html>

**Linda Maitrejean, WSTI Project Director,  
CESA Coordinators**

715-986-2020 ext. 2122

[lindam@cesa11.k12.wi.us](mailto:lindam@cesa11.k12.wi.us)

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

**Mary Kampa, Post-High School Outcomes  
Project Director**

715-416-0609

[maryk@cesa11.k12.us](mailto:maryk@cesa11.k12.us)

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

**Mike Linak, DHS Transition Coordinator and  
ADRC Liaison**

608-266-1140

[michael.linak@wisconsin.gov](mailto:michael.linak@wisconsin.gov)

**Jenny Neugart, Youth Project Coordinator for  
WI Medicaid Infrastructure grant, Pathways  
to Independence**

608-266-8778

[jennifer.neugart@dhs.wisconsin.gov](mailto:jennifer.neugart@dhs.wisconsin.gov)

[http://dhfs.wisconsin.gov/LTCare/Generalinfo/  
RCs.htm](http://dhfs.wisconsin.gov/LTCare/Generalinfo/RCs.htm)

**Cindy L. Cain, WDA Director, DVR Statewide  
Transition Coordinator**

262-548-5880

[cynthia.cain@dwd.wisconsin.gov](mailto:cynthia.cain@dwd.wisconsin.gov)

<http://dwd.wisconsin.gov/dvr/tran.htm>

## **Appendix 9**

### **Glossary of Acronyms and Terms**

**ADRC** - Aging & Disability Resource Center

**Assistive Technology Device** - any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

**CAP** - Client Assistance Program. Assists applicants and clients of DVR to resolve disputes over services and responds to questions on what DVR can or cannot do.

**CIP** - Community Integration Program

**Consent** - Permission by a parent or legal guardian, in writing, to share confidential information described on the consent form to the person/ agency identified on the consent form.

**COP**- Community Options Program

**County** - There are 72 counties in Wisconsin.

**DHS** - Department of Health Services (formerly DHFS)

**DPI** - Department of Public Instruction

**DVR** - Division of Vocational Rehabilitation

**DWD** - Department of Workforce Development

**Employment Planning Consultation** - DVR providing schools districts with technical assistance for students who have not yet applied for DVR services including information related disabilities, employment, post-secondary education, assistive technology, accommodations, community resources, labor market, etc.

**IDEA** - Individuals with Disability Education Act

**IEP** - Individualized Education Plan

**Independent Living Plan** - Required by DHS for youth placed in out of home care beyond age 15. Addresses life skills development, goals and transition planning for independent living.

**IPE** - Individualized Employment Plan/ Program. This plan outlines how DVR eligible consumers will achieve their work goals and services that will be provided. It is the roadmap to their vocational rehabilitation.

**IRIS** - Within the DVR program this is term used for their case management systems, **Integrated Rehabilitation Information System**.

**IRIS** – Within the DHS program this is the term used for their program- “**I**nclude, **R**espect, **I** Self-Direct”.

**ISP** - Individual Service Plan

**MAPS**- Making Action Plans

**MCO** - Managed Care Organization

**PATH**- Planning Alternative Tomorrows with Hope

**Rehabilitation Act** - Grants DVR the authority to provide vocational rehabilitation services to eligible individuals with disabilities to achieve their employment goals. This includes transition services for eligible students with disabilities.

**SDS** - Self-Directed Support

**TACs** - Transition Advisory Councils, usually County based.

**TAG** - Transition Action Guide

**TATs** - Transition Advisory Teams, usually based within the high schools

**TANs** - Transition Advisory Network, usually consists of one representative from each school district within the county

**Transition** - A coordinated set of activities for student with a disability focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post-school activities, including: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

**WSTI** - Wisconsin Statewide Transition Initiative