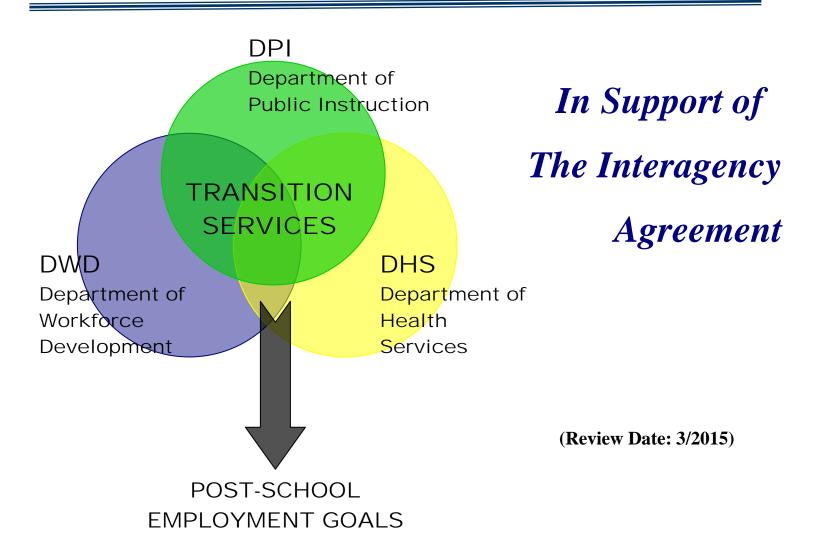
Transition Action Guide

For Post-School Planning







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)

Division of Long Term Care (DLTC)

Bureau of Aging & Disability Resources (BADR)

Office of Independence and Employment (OIE)

Office of Resource Center Development (ORCD)

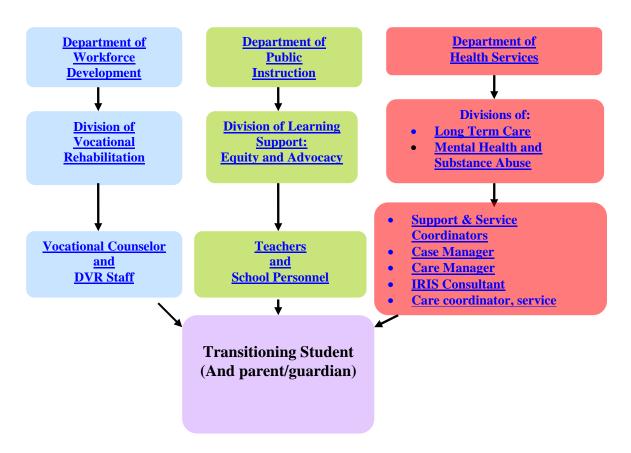
Bureau of Long Term Support (BLTS)

Office of Family Care Expansion (OFCE)

Children's Services Section (CSS)

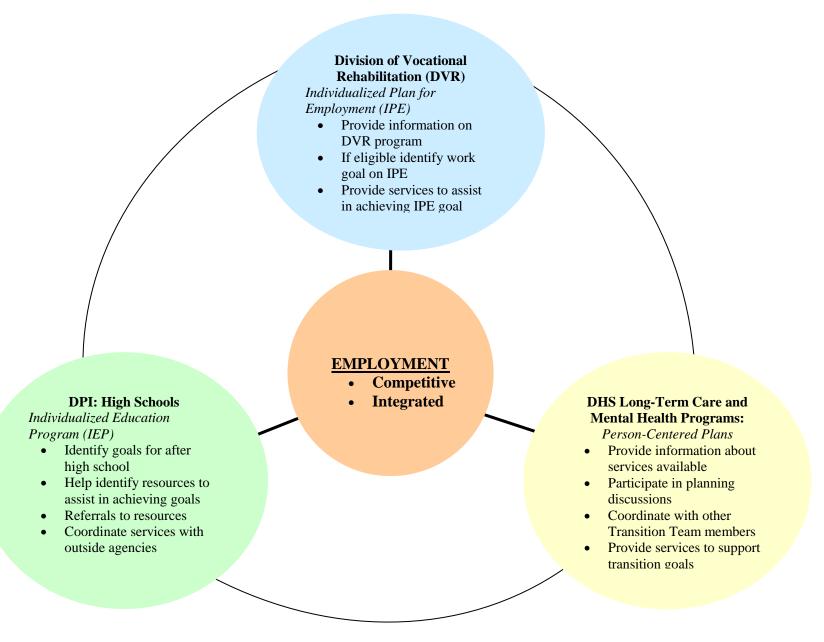
Division of Mental Health and Substance Abuse Services (DMHSAS)

Bureau of Prevention and Treatment & Recovery (BPTR)



An electronic version of this document can be found on both DPI and DVR's Transition Services web pages at: http://dwd.wisconsin.gov/dvr/tran.htm or http://dpi.wi.gov/sped/transition.html.

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. This document will vary depending upon the stakeholder's 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 Counselor

"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 form 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 schools 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:

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:

This 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 Departments and Divisions involved in the development of this guide agree to the following core values:

- **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 specific outcomes driven activities designed to help students achieve their goals of training/education, employment, and independent living.
- Achieve More Together: Working together, as equal partners, we can create a seamless transition from school to work. We can help the student and their families identify their needs and develop plans to meet these needs. Everyone has something to contribute!
- **Student and Family Involvement**: Students and their families should be actively involved in the entire transition process including service decisions. They should be full and meaningful partners in the process.
- **Identification of Roles and Process:** Identifying the roles of every partner and the process we all must follow, sets clear expectations between partners about areas of focus and expertise, our responsibilities, and where to go for assistance beyond our scope of practice. Knowing where to go for the right answers allows for smooth discussions about possibilities.
- **Increase Understanding:** Share information so all partners are aware of available resources to help in transitioning.
- **Individualization:** Transition services are not the same for all students. Services should be person-specific and developed with the young adult, their family, and those who know them well based on their interests, abilities, and needs.

Introduction Supporting the Interagency Agreement

This **Transition Action Guide** (**TAG**) was developed to support the 2007 Interagency Agreement among 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 and school team members, DVR counselors, Children and Adult Long –Term Care and Mental Health professionals, and ADRC representatives) 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 employment.

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 agreement fulfills the mandates of the Individuals with Disability Education Act (IDEA) and the Rehabilitation Act, as well as clarifies agency roles and establishes suggested guidelines for providing transition activities for students with disabilities in Wisconsin.

IDEA was updated in 2004, which made it necessary to update the 2004 agreement and created an excellent opportunity to expand the agreement 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 process 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 -orhttp://dpi.wi.gov/sped/transition.html

This Document and other transition resources can be found at:

http://dwd.wisconsin.gov/dvr/tran.htm -orhttp://dpi.wi.gov/sped/transition.html

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

In 2007, DHS agreed to be an active partner in the agreement, with DPI and DVR. DHS has been administering mental health and long-term care services and supports through a county-based system for more than two decades. The county based system of adult long-term care services and supports is currently being replaced with an initiative called Family Care (FC). This conversion is expected to be completed throughout the state of WI, over the next several years. Family Care is a combination of private and public efforts that serve people 18 years and older with developmental and physical disabilities and adults over 65 with chronic health conditions. Family Care uses local Aging and Disability Resource Centers (ADRCs) as the point of entry for services and supports for these target populations. Youth transitioning as early as age 17 years and six months can apply for services to the adult long-term care system. As an alternative to Family Care, a self-directed supports waiver called IRIS is also available for long term support. During this long term support system change, some areas of the state remain under the county-based adult system of service. The type of support available to you varies according to the county in which you live.

In 2012, with the revision of the TAG, information about the Mental Health programs and Children's Long Term Support Waivers (CLTS Waivers) was added. Children with long-term care needs under age 22 not yet enrolled in an adult Long Term Care program may be served through one of three county-based Home and Community Based Waivers with the target populations of physical disabilities, developmental disabilities, and "severe emotional disturbances."

Responsibility for the public mental health and substance abuse services available in each county is primarily determined by that county. DHS participation in the TAG is intended to ensure that local mental health professionals are aware of the multiple agencies that collaborate to support young people and their families in transition.

While DHS acknowledges that roles and procedures are changing in Long Term Care programs, the commitment to a coordinated transition from school to adult life remains a high priority across systems. Integrated employment, based on the choices of each individual, is a core value in all 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 particular area.

Throughout this document the terminology "DHS Programs" is used as a broad term to encompass Children's Long Term Support Waivers (CLTS), Adult Long Term Care Programs (such as Family Care, IRIS and County-based Long Term Care Waiver programs (CIP/COP), and Mental Health Programs. DHS supports these programs in a variety of ways including funding, contract oversight, policy guidance, education and training for staff, and program related technical assistance. Information about eligibility and specific services available can be obtained by contacting the local Aging and Disability Resource Center (for Family Care and IRIS) or County Human Services Department (for CIP/COP Waivers, Mental Health programs and CLTS Waivers).

We hope that everyone involved in the transition process finds this guide to be a useful tool in their efforts to assist all students with disabilities transition from high school to integrated competitive employment.

Overview of Benefits by Stakeholder

This overview summarizes how students with disabilities and stakeholders can benefit from this collaboration. It shows how we can work *with* 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.

How the collaboration can help YOU:

Students:					
•	Improved career planning, improved wages Timely benefits/options counseling with fewer or no waiting lists Active community involvement and integrated employment settings	 Greater self-determination, empowerment Increased successful employment outcomes More employer and business partnerships Equal access and benefits; Better adult life 			
Parents/Guardians:					
•	Timely help, answers and guidance from a local team of stakeholders communicating and collaborating regularly Seamless service with fewer frustrations	 Increased understanding of roles and duties of stakeholders More hope for student's future as an employee Less worry about student's future 			
Teachers and School Team Members:					
•	Bigger team to help teacher educate and guide student Easier, earlier and faster access to support services Improved communication among stakeholders	 Identification of stakeholders to resolve problems More job satisfaction as students succeed Improved relationship with parents/guardians Fewer or no waiting lists 			
Division of Vocational Rehabilitation Representatives:					
•	Timely and appropriate referral of youth Maximizing resources, reducing duplication Improved transition planning, coordination of services for youth	 Earlier involvement to help stakeholders make better choices Better communication to improve teamwork 			
Long Term Care and Mental Health Professionals:					
•	Timely and appropriate referral of youth Better communication to improve teamwork and planning for employment outcomes	 Identification of stakeholders to resolve problems Earlier involvement to help stakeholders make better choices 			
•	Maximizing resources, reducing duplication	Reduce confusion about roles and opportunities			
Aging and Disability Resource Center Representatives:					
•	Increased understanding of roles and duties of stakeholders	 Improved communication among stakeholders Improve planning and coordination of services for youth 			

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 students, parents/guardians, teachers and school team members, the DVR representatives, Long Term Care and Mental Health professionals, and Aging & Disability Resources Center representatives navigate the transition process and the long-term support systems.

Six Transition Process Areas:

1. Identifying the measurable post high school goals:

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

2. Gathering information about DVR, Long Term Care, and Mental Health services:

Schools will provide students and parents/guardians with information on services provided by outside agencies (i.e. DVR, DHS). This process may include other Transition team members.

DHS Programs refers to:

- Children's Long Term Support Waivers
- Family Care (FC)
- Community Integration and **Community Options Programs** (CIP/COP)
- IRIS
- County Community Mental Health **Programs**

For an overview of DHS programs see the chart in Appendix 4c.

- The teachers and school team members, DVR representatives, ADRC representatives and Long Term Care and County Mental Health professionals may provide opportunities and outreach to help students and their parents/guardians to learn about supports and services.
- It is best to gather program information as early as possible; 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, service plan meetings, **List of Plan Acronyms:**

Schools will obtain student/guardian consent before outside agencies, such as DVR or DHS representatives are invited to IEP meetings or individual meetings with students.

3. Connecting to programs when it appears services will be necessary:

Schools will encourage and/or assist students and parent/guardians to meet with DVR to consider referral for services.

IEP – Individualized Education Program (DPI)

IPE – Individualized Plan for Employment (DVR)

ISP – Individual Service Plan (County Long Term Care Programs)

MCP – Member Centered Plan (Family Care) SSP – Supports and Services Plan (IRIS)

Mental Health programs use a variety of plan acronyms that are generally referred to as Person Centered Plans.

- Referral for DVR should occur two years before graduation or earlier, if appropriate.
- Referral for adult Long Term Care (Family Care and IRIS) should occur at 17 years 6 months, by going to the local ADRC.

4. Developing transition plans for jointly-served students:

- The DVR counselor and applicable Long Term Care and/or Mental Health professionals may be invited to every IEP meeting (after obtaining consent to attend) for students enrolled in their programs.
- If appropriate, it is encouraged that a portion of the school IEP meeting be devoted to reviewing or coordinating the IEP with DVR Individualized Plan for Employment (IPE) and Long Term Care and/or Mental Health person centered plans to ensure the supports and services necessary to achieve the transition goals are reflected in all the plans.

5. Coordinating the implementation of plans for jointly-served students:

- The school, DVR, and Long Term Care and/or Mental Health professionals will work together to coordinate services needed for the student to achieve their post school goals.
- All parties will arrange for services and monitoring of services agreed to in their respective plans.

6. Ongoing Implementation, Review, and Changes:

- All plans for jointly served students must be reviewed according to their respective program guidelines for progress and needed changes.
- All stakeholders should be involved in the plan review process at least annually.
- With prior consent from parents/guardians or youth over age 18, a copy of each revised plan will be provided to transition team members.
- Provide ongoing services according to the updated plans.

Transition Process Model Roles and Responsibilities:

The following sections are designed as a basic guide to facilitate success for the student, and to ensure effective communication among stakeholders by clarifying their roles and responsibilities in relation to the "Transition Process Model."

These sections indicate what *you can expect* from other stakeholders in the transition process (their roles and responsibilities), as well as what other stakeholders can *expect from you*.

Key stakeholders, for the purpose of this guide, are identified as: students, parents/guardians, teachers and school team members, the DVR representatives, Long Term Care and Mental Health professionals, and Aging & Disability Resources Center representatives.

Transition team members will be based upon the student's goals, preferences, individual needs, and/or eligibility for services and supports. Not all stakeholders will be involved in every meeting or with every transition student.

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 your role. This color coding will be used throughout this document.

Student

Parent/Guardian

Teachers and School Team Members

Division of Vocational Rehabilitation Representatives

Long-Term Care and Mental Health Professionals

Aging and Disability Resource Centers (ADRC) Representatives

As a Student I can expect:

My Parents/Guardians to:

- Help me explore and guide what I want to do for work and how I spend my time after school.
- Provide consent for agencies/people to help me learn about their services and work towards my goals (If under the age of 18).
- Help me and encourage me to 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 employment supports and activities are coordinated and successful

My Teachers or School Team Members to:

- Starting at age 14 or earlier if needed, help me identify my goals for adult life and complete activities that will help me meet these 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, Aging and Disability Resource Centers
 (ADRCs), University or Technical College Disability Services Centers or Mental Health
 professionals; learn about their services and help me invite them to my IEP meetings (with mine or
 my parents consent).
- Contact me to discuss time/date to schedule my IEP meeting.
- At least two years prior to graduation help me apply for appropriate services, provide referral information, and coordinate plans and services to assist me towards achieving my goals.
- Review my IEP and Transition Plan with me and communicate with appropriate stakeholders at least annually for progress updates and needed changes.
- Provide me with a Summary of Performance (SoP) that includes a summary of my academic achievement, functional performance, and recommendations to help me meet my postsecondary goals. This must be provided no later than my exit from high school.

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

- Provide me with information about their program, attend joint meetings as invited, and help me determine my work goals and activities for achieving my goals.
- Send me a referral form 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 me achieve my employment goal and ensure progress is being made.
- Review my IPE with me and appropriate stakeholders annually.

Long Term Care and Mental Health Professionals to:

- Provide support to me and my parent/guardian by attending the IEP meeting when invited.
- Share information about services available to me that can support my employment goals.
- Explain the resources and supports that may be available to me when I leave school.
- Participate in planning discussions, to help me and my transition team to make informed decisions during the final years of school.
- Help me to align and coordinate my person-centered plans.
- Assist with making connections with employment service providers and DVR as applicable.
- For county-based programs, provide information on timelines and potential waiting lists for accessing services.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf

Aging and Disability Resource Centers (ADRC) Representatives to:

- If I am 17 years 6 months or older, help me and my parents understand my options for long-term services and supports
- Assist me in indentifying the full range of community resources and other benefits and services that may be available to me.
- Determine my eligibility for adult long term support programs, and if I am eligible, help me enroll in the program of my choice.

As a Student, I am expected to:

Prepare for my IEP meeting

- ☑ Think about what I want to do for a job when I am done with high school and why.
- ☑ Talk to my teacher and parent/guardian about my strengths, preferences and interests and possible post-school goals.
- Talk to my teachers about who (DVR, DHS, etc.) should attend my IEP meetings and why it is important to me that they attend.
- ☑ Obtain agencies contact information from my teacher.
- With the help of my teacher and parent/guardian invite my transition team members to my IEP meeting.

Participate in my IEP meetings

- ✓ Help run my meetings.
- Ask questions.
- ☑ 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 post high school goals
- ☑ 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.
- ☑ Work with my personal contacts to help me achieve my goals.
- Ask questions to make sure I understand my options and what I need to do next.
- Apply for programs, services and/or supports that will help me achieve my goals.
- Participate with these programs to help me achieve my goals, including volunteering, job experiences, interviewing, job shadowing and more.
- ✓ Make progress towards goals I have set for myself.
- ☑ Communicate significant changes that may affect my goals and services to my transition team.

As a Parent/Guardian I can expect:

The Student (My Child) to:

- Complete activities that will help him/her identify their goals for adult life
- Invite people to his/her IEP, help run IEP meeting, and decide their goals.
- Complete activities to work towards achieving his/her goals, ask questions as needed and be part of the planning discussions.
- Work with agencies as appropriate (DVR, DHS programs) to apply for services, develop plans, complete agreed upon services, actively engage 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 child decide his/her goals for adult life and arrange activities that will help him/her meet those goals.
- Identify who else may be able to help my child reach his/her goals, such as the Division of Vocational Rehabilitation, Long Term Support or Mental Health resources.
- Contact me to discuss time/date to schedule my child's IEP meeting.
- At least two years prior to graduation help me become familiar with these agencies, provide consent form, help my child apply for services as appropriate and/or provide referral information, and work together with these agencies to help my child achieve his/her goal.
- Evaluate my child's progress annually with all appropriate stakeholders, provide me with a summary of my child's performance (SoP) his/her last year of high 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 child information about their program, attend joint meetings as invited and necessary, and help us determine employment goals and activities for achieving these goals.
- Send a referral form for services when requested and determine my child's eligibility for DVR services.
- If eligible and off the waitlist, help develop an Individualized Plan for Employment (IPE) and coordinate my child's IPE with other agencies' plans written for my child.
- Provide services we've agreed will help my child achieve his/her employment goals.
- Ensure my child is making progress towards his/her work goals and update his/her IPE annually with all stakeholders as appropriate.

Long Term Care and Mental Health Professionals to:

- Provide support to me and my child by attending the IEP meeting when invited.
- Share information about services available to my child that can support his/her employment goals
- Explain the resources and supports that may be available to him/her when he/she leaves school
- Participate in planning discussions, to help me, my child, and the transition team to make informed decisions during the final years of school.
- Help my child to align and coordinate his/her person-centered plans.
- Assist with making connections with employment service providers and DVR as applicable.
- Provide information on timelines and potential waiting lists for accessing county-based programs and services.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf

Aging and Disability Resource Centers (ADRC) Representatives to:

- When 17 years 6 months or older, help me and my child understand his/her options for Long Term services and supports.
- Assist my child in indentifying the full range of community resources and other benefits and services that may be available to him/her.
- Determine my child's eligibility for adult long term support programs, and if eligible, help my child enroll in the program of his/her choice

As a Parent/Guardian I am expected to:

Help my child to prepare for his/her IEP:

- ✓ Help him/her explore their interests related to goals for adult life.
- Provide consent for agencies/people that may help my child achieve his/ her goals to work with my child if he/she is unable to give consent.
- ☑ Become familiar with agencies/people and invite them to planning meetings, like IEP meetings.

Participate in my child's IEP Meeting:

- ✓ Ask questions.
- Share my thoughts and be part of the discussions about my child's IEP.
- Help my child develop his/her goals for adult life.
- ☑ Encourage my child to be an active participant in this planning process.

Help my child achieve his/her Goals:

- Help my child complete activities that will help him/her achieve their goals.
- Help make connections with people and organizations in the community to open doors and opportunities for my child.
- Help my child understand their choices and apply for DVR and DHS programs that will help him/her achieve their goals.
- ✓ Provide information about my child to help determine his/her eligibility for these programs.
- Be an active member of my child's transition team, when requested and appropriate.
- ☑ Ensure that post school goals and services are coordinated between all plans (e.g., IEP, IPE, ISP etc).
- Ask questions.
- ☑ Support progress toward my child's goals; participate in reviewing and updating plans at least annually.
- Communicate significant changes that may affect progress toward achieving goals with my child's transition team.

As a Teacher or School Team Member I can expect:

The Students to:

- Complete activities that will help him/her identify their goals for adult life.
- Invite people to his/her IEP, help run IEP meeting, and decide his/her goals.
- Complete activities to work towards achieving his/her goals.
- Ask questions and be part of the planning discussions.
- Work with agencies as appropriate (DVR, DHS programs) to apply for services, develop plans, and complete activities.
- Be actively engaged in the process and make progress towards achieving his/her goals.

Parents/Guardians to:

- Help their child explore and develop goals for adult life.
- Discuss the need for referral to DVR if not made within two years from graduation.
- Sign (obtain) consents to allow outside agencies to be active participants in their child's transition planning process.
- Become familiar with DVR program services, and as appropriate, help their child invite them to their IEP meetings and make a referral for services at least two years prior to graduation.
- Become familiar with DHS program services, and as appropriate, help their child invite them to their IEP meetings and apply for services.
- Be active stakeholders in the transition process and help their child with activities and services to help achieve his/her goals.
- Ensure that post-school goals and services are coordinated among all transition plans (IEP, IPE, etc.) and that progress is being made towards their goals, and that plans are reviewed at least annually.

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

- Provide information and outreach on DVR services to me, the student and parents/guardians, with
 consent as needed, through various means such as presentations, brochures, and attending IEP meetings
 as needed, 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 employment goals, as needed.
- Provide referral forms 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.

Long Term Care and Mental Health Professionals to:

- Provide support to the student by attending the IEP meeting when invited.
- Share information about services available to the student that can support his/her employment goals.
- Explain the resources and supports that may be available to the student when he/she leaves high school.
- Participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Align and coordinate the student's person-centered plans with all other transition plans.
- Assist with making connections with employment service providers and DVR as applicable.
- Provide information on timelines and potential waiting lists for accessing county-based programs and services.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf

Aging and Disability Resource Centers (ADRC) Representatives to:

- For students who are 17 years 6 months or older, help the student and parent/guardian understand options for Long Term services and supports.
- Assist the student and parent/guardian in indentifying the full range of community resources and other benefits/services that may be available to him/her.
- 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 transition to employment, independent living or long term care.

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

Prepare for the student's IEP meeting:

- ✓ Help the student explore his/her goals for adult life (measurable postsecondary goals.
- Become familiar with outside agency service provider representatives and their programs.
- Help the student identify who should be invited to the IEP meeting.
- Obtain written consent to invite these identified outside agencies.
- ☑ Help the student invite all identified transition team members to the IEP meeting.
- ☑ Coordinate an IEP meeting time with all transition team members.

Participate in the IEP meeting:

- ☑ Share my thoughts and be an active participant during the discussion.
- With the help of the student, create an IEP transition plan, including measurable postsecondary goals starting at age 14 or earlier, if needed.
- ☑ Help determine what can be done now or in the future to help the student achieve those goals.

Help the student work towards his/her goals:

- ✓ Help the student complete activities that will help him/her achieve their goals.
- Help the student review his/her choices and with consent apply for appropriate services that will help him/her achieve his/her goals
- With consent, provide necessary and appropriate information to outside agencies regarding the student to assist with referrals and coordinating plans and services.
- Maintain familiarity with current resources and services available to students and their guardian/family members.

- ☑ Include the student, parent/guardian in ongoing transition planning efforts and encourage contact by student/family.
- ☑ Work with these outside agencies to coordinate plans and services.
- ☑ Evaluate the student's progress towards achieving post high school goals and update IEP annually.
- Provide the student and parent/guardian (if appropriate) with a summary of the student's performance (SoP) no later than the last year of high school.
- Encourage student and parent/guardian (if appropriate) to share school documents with outside agencies/adult service providers (including IEP, SoP, evaluation reports, etc.) at the time of application and as updated.

As a Division of Vocational Rehabilitation Representative I can expect:

The Student to:

- Complete activities that will help him/her identify their employment goals.
- Invite me/other DVR representatives to his/her IEP meetings or other employment-related meetings.
- Ask questions and be part of the planning discussions.
- Work with DVR including referring for services, developing their IPE, and completing agreed to services to help achieve their employment goal.
- Be actively engaged in the transition process and make progress towards achieving his/her goals.
- If eligible, maintain regular contact with DVR case manager.

Parents/Guardians to:

- Help their child explore and develop goals for adult life.
- Assist by signing consent forms to allow me/other DVR representatives to be active participants in their child's job seeking process.
- Be familiar with me/other DVR representatives and help their child invite us to all necessary meetings, (e.g., IEPs).
- Assist their child in making a referral for DVR services.
- Be an active participant in the transition process and help their child with activities and services that will help them achieve him/her post school goals.
- Ensure that post school goals and services are coordinated between their child's IEP, IPE, and other plans, that progress is being made, and that plans are reviewed at least annually.
- Discuss with the school the need for a referral to DVR within two years from graduation.

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

- Contact me to discuss time/date to schedule an IEP meeting.
- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of the post-school goal.
- Have consents signed to allow me/other DVR representatives to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with DVR services and representative.
- With consent, make referrals as appropriate, no later than two prior to graduation, and include information/documentation needed for eligibility determinations for DVR.
- For eligible students, coordinate services for the IEP, IPE, and Long Term Care and Mental Health person-centered plan as appropriate, and encourage participation of all stakeholders in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

Long Term Care and Mental Health Professionals to:

- Provide support to the student by attending employment planning meetings when invited.
- Obtain a release of information from student to communicate with me or other DVR representatives.
- Share information about services available to the student that can support his/her employment goals.
- Help the student and family coordinate the person-centered plan with the IPE and share employment planning documentation. (For Family Care and IRIS, provide a copy of employment section of the Family Care MCP and IRIS SSP, with consent).
- Explain the resources and supports that may be available to the student when he/she leaves school.
- Participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Provide information on timelines and potential waiting lists for accessing county-based programs and services.

• Assist in the coordination of the student's transition from DVR to Long-Term Supports to maintain employment.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf

Aging and Disability Resource Centers (ADRC) Representatives to:

- For students who are 17 years 6 months, determine eligibility for long term support services.
- Provide information to help students and their parents understand the range of choices available to them.
- Inform students and parents/guardians about DVR.
- Exchange information with DVR, with a signed release.
- Provide benefits counseling to help students understand how employment can affect eligibility for Medicaid and other benefits.

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 Meeting:

- ✓ Provide outreach to students, parents/guardians, and school staff.
- ✓ 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 the IEP, provide information on DVR services and eligibility criteria to the student, his/her parent/guardian, and other stakeholders as appropriate.

Participate in the Student's IEP Meeting:

- Provide information about DVR services, including eligibility criteria to the student, his/her parent/guardian, and other stakeholders as appropriate.
- ✓ Share thoughts and be an active part of the discussion.
- When requested provide a referral form for services and determine eligibility for services upon application.
- Help the student develop his/her goals for employment after high school.
- For eligible students, facilitate the development of the IPE at the IEP meeting to ensure alignment of plans
- ✓ 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 agreed upon services as listed in the IPE.
- Provide consultation services as needed and appropriate.
- ✓ Help ensure the student is making progress towards his/her goals.

As a Long Term Care and/or Mental Health Professional I can expect:

The Student to:

- Complete activities and/or use available supports and services to help him/her in identifying and achieving post-high school goals based on interests, skills, abilities, and strengths.
- If 18 or older, provide consent to exchange information with other service providers or agencies.
- Actively participate in the transition process including inviting me to their IEP meetings as appropriate

Parents/Guardians to:

- Be an active participant in the transition process, including helping their child with activities and services to assist him/her achieve their post-school goals.
- Help their child explore and develop goals for adult life.
- Provide consent, if necessary, to allow outside agencies to be active participants in their child's transition.
- Help their child invite appropriate transition team members to planning meetings.
- Assist their child in identifying and connecting to additional community resources and supports.
- Help ensure that the goals of the IEP and the IPE are reflected in the Long Term Support or Mental Health Plan.

Teachers or School Team Members to:

- Discuss my involvement in the IEP and Transition process with the student and parent/guardian.
- Obtain consent from the student or parent/guardian for my involvement.
- Contact me to discuss time/date to schedule an IEP meeting.
- Invite me to participate in transition planning meetings for the jointly served student.
- Help connect students to appropriate services.
- Help the student to align and coordinate his/her IEP with the IPE and Long Term Care or Mental Health plan.
- Encourage participation of the student and other stakeholders in the Transition planning process.
- Evaluate the student's progress towards achieving post-school goals.

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

- Assist the teacher and staff in determining when DHS programs are appropriate.
- Provide information about DVR services, including eligibility criteria to the student and parent/guardian.
- Help with referral for DVR services.
- Be an active participant in the Transition planning process.
- Obtain consent to communicate with me and other stakeholders about the employment and transition process for eligible students.
- For eligible students coordinate his/her plan, services, and supports with the IEP and Long Term Care and Mental Health plans to assist the student in achieving his/her employment goal.
- For eligible students, evaluate the student's progress toward achieving his/her employment goals and review his/her IPE at least annually.

Aging and Disability Resource Centers (ADRC) Representatives to:

- Determine eligibility for Long Term Support services once the student turns 17 years 6 months.
- Provide information about other services and community resources that may be available, including mental health services.
- Make referrals to mental health and substance abuse services as appropriate.

• NOTE: ADRCs do not perform the mental health screen or determine eligibility for mental health programs.

As a Representative of Long Term Care and Mental Health programs I am expected to:

Prepare for the IEP Meeting:

- ☑ Respond to IEP meeting requests for jointly served students.
- ☑ Attend IEP meetings when invited for jointly served students.
- ✓ Have a general understanding of the roles and responsibilities of other Transition team members.
- Discuss employment outcomes and post-school goals with student, his/her parents/guardians, and transition team.

Participate in the Student's IEP Meeting:

- ☑ Share thoughts and be part of the discussion.
- ☑ Provide information on resources and supports available to help the student reach their goals.
- Support the student to explore options for the future.
- ✓ Work with other Transition team members to align plans and services.

Help the student achieve his/her goals:

- Have a general understanding of the milestones and important life changes related to transition to adult life. Share these with the student and parent/guardian.
- ☑ Encourage continued exploration of available resource and options to make informed decisions.
- ✓ Provide necessary services and supports to students to reach their post-school goals.
- ✓ Support ongoing planning as needed and appropriate.
- ✓ Help ensure the student is making progress towards his/her goals.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

 $\underline{https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf}$

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

The Student to:

- If 18 years old or older, provide releases of information needed to assist in eligibility determination for services.
- Actively participate in options counseling, functional screen process and any other services that the student wishes to receive from the ADRC.

Parents/Guardians to:

- If their child is 17 years 6 months or older, provide releases of information (consent) needed to assist in eligibility determination for services.
- Be an active participant in determining eligibility and selection of options for Long Term Care or Mental Health programs.
- Utilize resources and services of the ADRC as beneficial to them and their child.
- Be familiar with ADRC and its services.

Teachers or School Team Members to:

- Help students and their families determine their post-school goals and provide the support they might need to achieve those goals.
- Become familiar with the services of the ADRC.
- Encourage students and their parents/guardians to become familiar with services available at the ADRC.
- Encourage students and their parents/guardians to contact the ADRC when the student is 17 years 6 months to determine eligibility for Adult Long Term Care services.

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

- Assist the teacher and school staff in determining when DHS programs are appropriate.
- Provide information about DVR services, including eligibility criteria to the student and parent/guardian.
- Help with referral for DVR services.
- Be an active participant in the Transition planning process.
- Obtain consent to communicate with me and other stakeholders about the employment and transition process for the jointly served student
- Be familiar with the ADRC and its services.

Long Term Care and Mental Health Professionals to:

- Become familiar with the services of the ADRC.
- Encourage students and their parents/guardians to become familiar with services available at the ADRC.
- For students enrolled in CLTS Waiver, the Support and Service Coordinator may assist the student to connect with the ADRC to determine eligibility for Family Care or IRIS program *OR* assist the student to apply for county-based adult Long Term Care or Mental Health Services.
- For a student enrolled in Family Care or IRIS, refer him/her to the ADRC for enrollment Counseling if he/she wants to revisit his/her choice of program.

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at

https://www.dhs.wisconsin.gov/sites/default/files/legacy/LTCare/ProgramOps/prevoc/integratedemply.pdf

As an Aging and Disability Resource Center (ADRC) Representative, I am expected to:

- Respond to requests for information from schools, students, and parents/guardians about the services available at the local ADRC.
- ☑ Determine eligibility for Long Term Support services once the student turns 17 years 6 months.
- ☑ Provide enrollment counseling for Family Care or IRIS, after functional and financial eligibility are determined and assist with the enrollment process.
- ✓ Provide options counseling and information about other services and community resources that may be available.

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.

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

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 institutions' respective web pages 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 postsecondary institutions based upon the specific educational needs of a student with a disability. Examples include, but are not limited to:

- Special Counseling/Advising/Case Management
- College Transition Services from High School/Community to Postsecondary
- Taped Text/Materials
- Note takers/Scribes
- Testing Accommodations
- Alternate format for required materials
- Specialized Assistive Technology Equipment/Software
- Interpreter Services
- Special Academic Assessment
- Staff or Peer Tutoring
- Campus information and referral information
- Guided study
- Assistance with course selection

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.lco-vr.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/Com_Ser.aspx?id=647

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 birth through age 21 with a chronic physical, developmental, behavioral or emotional illness or condition. Some conditions include: Attention Deficit Hyperactivity Disorder (ADHD), asthma, autism spectrum disorders, childhood cancers, cerebral palsy, hearing and vision impairments, diabetes, Down syndrome, heart disease, and mental health conditions. Wisconsin has five CYSPHCN programs, staffed by specialists who can help get answers, find services and connect you to community resources. Their services are free and confidential.

Responsibilities may include:

Provide information and referrals so 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://sspw.dpi.wi.gov/sspw_counsl1 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.
 - o Revisions to the Individual Learning Plan can be agreed upon and noted.
 - o 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://sspw.dpi.wi.gov/files/sspw/ppt/scilp.ppt.

Foster Care/Child Welfare System - Department of Children and Families http://dcf.wisconsin.gov/foster_care and adoption.htm

Each year more than 8,000 children are cared for in Wisconsin's system of over 5,000 foster homes. These children are much more likely than their peers to experience significant educational challenges, including changing schools frequently which leads to issues with credit transfer and accumulation, diminished school attendance for court hearings, and the absence of permanent adult caregivers to help them track academic progress and plan for adult life. To improve the outcomes for youth who are jointly served by public schools, child welfare, and long-term care systems, each partner's role is crucial to assist students living in foster care to successfully transition to adulthood.

Responsibilities of the foster parent may include:

- Share relevant information about the youth's interests and abilities with transition teams and other stakeholders, when asked and consent is given, to help with identifying possible work opportunities.
- Assist the youth in implementing their transition activities, including helping them plan and participate in work experiences.
- Communicate with the school to work on the same functional skills at home as at school for consistency, as well as assisting the child with any homework or out of school expectations (as any other parent would).

Responsibilities of the social worker may include:

- Primary responsibility for case management services to the youth and his/her 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 legal guardian to contact for educational purposes.
- Unless otherwise notified, the school should assume that the child's parent remains the child's legal custodian and should not disclose information to foster parents or others without consent.
- 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 living in an out-of-home placement 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 17 years, 6 months, collaboration with the school, DVR and other agencies providing transition services to avoid conflicting goals and/or duplication of services

• Obtain education 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.

*Questions about CLTS Waivers services for foster children should be directed to the appropriate CLTS Support and Service Coordinator (SSC) at the local county waiver agency, rather than the Child Welfare social worker that may be assigned through the foster care system. The parent/legal guardian or the assigned Child Welfare case manager can provide the SSC's name and contact information.

For more information about "Educational Services for Kids Placed in Foster Care" http://sspw.dpi.wi.gov/files/sspw/pdf/sswedfostercare.pdf is available using this link.

Basic resources for foster parents and social services agencies to better understand the special education process for children with disabilities, including the IEP process can be found at: http://sped.dpi.wi.gov/sped_hmparents

DPI Special Education Topical Index at http://dpi.wi.gov/sped/tm-specedtopics.html.

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://dcf.wisconsin.gov/children/indliving/

Who has the legal authority to grant written consent?

The child's "parent" must consent to evaluate a child for a suspected disability, to initiate special education and related services, or to reevaluate a child with a disability. All notices relating to these processes are sent to the "parent," the "person acting as a parent," or the "surrogate parent." A foster parent does not have the legal authority to provide written consent, unless the LEA determines that the foster parent is a "person acting as a parent" under the law, or the LEA assigns the foster parent as a "surrogate parent" to provide written consent. (See pages 26-29 of "Educational Services for Kids Placed in Foster Care")

Specific questions regarding education for youth in Foster Care contact:

Department of Public Instruction Nic Dibble 608-266-0963

Specific questions regarding special education for youth in Foster Care contact:

Department of Public Instruction Special Education Team Teresa Goodier 608-267-2947 Teresa.goodier@dpi.wi.gov

General questions about youth in Foster Care can be directed to:

Robin Raj, Children's Services Specialist, CLTS Foster Care Lead Department of Health Services 920-983-3204 Robin.Raj@wisconsin.gov Jonelle Brom, Out-of-Home Care Specialist Department of Children and Families 608-264-6933 jonelle.brom@wisconsin.gov

Independent Living Centers

http://www.il-wisconsin.net/centers/

There are 8 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 that are 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 this web address: http://www.il-wisconsin.net/centers/ (and select your county of residence).

Coordinated Services Teams

Most of the counties in Wisconsin use wraparound teams as a way to deliver natural supports and access to services to families and children with significant disabilities including severe emotional disturbance. The most common name for these teams is Coordinated Services Teams (CSTs). CSTs are not specific programs or services, but rather, a process built on a family-centered team process that results in an individualized, strength-based plan which incorporates the strengths of participants and team members to address needs.

CSTs serve families of children of all ages. They work closely with schools and other agencies involved in a child's life. This is a process that can work well with youth and young adults of transition age.

Additional information about CST, including the counties in which they exist, can be found at http://www.wicollaborative.org/. Information about the wraparound services in each county can be obtained by contacting the county's Human Services Department.

^{*}If you are interested in being listed as a partner we encourage you to contact Meredith Dressel, Assistant Bureau Director, DVR Statewide Transition Coordinator, 608-261-0075, meredith.dressel@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.

- Inform students of the variety of people/services that can help them with their transition goals (e.g. DVR, Long Term Care and Mental Health services, Work Incentives Benefits Specialist, etc) and encourage them to invite these people to their IEP meeting.
- Encourage students contact their DVR counselor, and other team members to provide updates on their progress towards their goals.
- Help students explore their interests and abilities and set goals for the future. Help students find ways they can share this information at their IEP meetings (for example, they could create a PowerPoint to help them talk through their interests or create an "About Me" poster).
- Use person centered planning tools such as, Planning Alternative Tomorrows with Hope (PATH), Making Action Plans (MAPS), 4 Easy Questions to help students develop their vision for the future.
- Incorporate leadership goals into the IEP starting in middle school.
- Involve students with disabilities in the same career exploration options as students without disabilities (i.e. job fairs, job shadowing, apprenticeships, internships, Youth Options program, etc.)
- Become aware of and inform students of statewide leadership opportunities geared for students with disabilities such as the WI Youth Leadership Forum (WI YLF), Youth in Partnership with Parents for Empowerment (YiPPE), and advisory councils.
- Assist students with applications and letters of recommendation for youth leadership activities and jobs.
- 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. Ideally, provide student with a mentor until they feel comfortable as part of the group.
- Encourage and support students with disabilities leadership opportunities geared 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, community centers, parks and recreational programs, 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 Community on Transition WI Youth First practice group. This active practice group includes youth and adults focused on youth leadership and development activities within the state. Over the past few years, the group has conducted a survey on the Top 10 Things I Wish I Had Known Before I Left High School and presented the results at the 2011 Wisconsin Transition Conference; created the www.wiyouthfirst.org website to meet the expressed needs of youth in the state along with a companion Facebook page; received a 2011 Sparks grant through the WI Board for People with Developmental Disabilities that will work with youth with disabilities on creating short videos to be posted on the WI Youth First website that will teach youth the importance of understanding their disability, how to disclose their disability to an employer, how to develop effective self-advocacy skills at work, sharpening their job interview skills and how to ask for job accommodations, The grant will also work with Chambers of Commerce to provide business-oriented materials that raise awareness about the benefits of hiring youth with disabilities

Successful Practices

Successful practices for students, parents/guardians, teachers and school team members, DVR representatives, Long-Term Care and Mental Health professionals, and ADRCs representatives to coordinate services and involve students in the transition process are detailed below. These activities are not all encompassing, but guide practice where appropriate.

Successful Practices for Involving Students:

- Develop self-advocacy skills by working with students to acquire the skills needed to actively participate in their planning meetings.
- Help students identify important people in their life to invite to attend their IEP meeting (e.g. friends, family, employers, teachers, faith-based supports, DVR representatives, Long Term Care and Mental Health professionals, Work Incentives Benefits Specialist, etc)
- Consider with the student and parent/guardian how the student will communicate their goals and preferences to their transition team using augmentative communication, PowerPoint or video presentations, etc.
- Help the student organize and share the information related to his/her school performance, vocational interests, and disability related needs during the IEP meeting,
- Support students to update team members on their progress toward their goals.
- Brainstorm activities with students that can assist them in determining their job interests.
- Help students define their responsibilities and roles in achieving their goals.
- Plan with all transition students' ways to become involved in community leadership roles, councils, committees, extracurricular activities, etc.
- Help students to learn about employment services and supports.
- Support students to take an active role in finding, selecting, and directing their employment supports.
- Actively seek out opportunities for students to be fully included in their community through contribution and participation.

Successful Practices for Students:

- Learn about and participate in a variety of community and employment experiences.
- Share with the people important to you about what you like and want to do.
- Learn self-advocacy skills and how you can self-direct your IEP meetings.
- Learn about services available to you to help you reach your goals, including DVR, and Long Term Care and Mental Health services.
- Attend presentations at your school and in your community on transition topics, supports and services (e.g. job fairs, college fairs, DVR, service providers, etc).
- Invite people who know you well and support you or could support your employment goals, (e.g. friends, family, employers, teachers, faith-based supports, DVR representatives, Long Term Care and Mental Health professionals, Work Incentives Benefits Specialist, etc) to your IEP.
- Be an active partner in your IEP meeting. Provide a report on how you are doing and what you have accomplished since your last IEP meeting.
- Maintain regular contact and provide updates to all transition team members (DVR representatives, Long Term Care and Mental Health Professionals, etc.).
- Create a portfolio where you keep all of your transition information (e.g. IEP, IPE, Long Term Care or Mental Health person centered plan, SoP, health information, etc.).

- Help your teacher complete your Summary of Performance, or review the completed document with your teacher so you understand the information in it and how it can be used in postsecondary settings.
- Ask questions if you are unsure of something.
- Participate in groups, committees, or councils related to your transition goals.
- Research, in various, ways jobs that you are interested in: internet, interviews, job shadows, etc.

Successful Practices for Parents/Guardians:

- Become familiar with the services and representatives in your area.
- Attend presentations related to transition services and supports (e.g. transition night, presentations from service representatives, etc).
- Ask for DVR, Long Term Care and/or Mental Health program representatives to be invited to IEP meetings.
- Attend IEP meetings and be an active partner in the process.
- Encourage your child to actively participate in his/her IEP.
- Encourage your child to actively participate in local groups, committees, or councils related to transition.
- Maintain regular contact and provide updates to all transition team members (DVR representatives, Long Term Care and Mental Health professionals, etc.).
- Help your child create a portfolio for transition information (e.g. IEP, IPE, Long Term Care or Mental Health person centered plan, SoP).
- Help your child research his/her job interests using different formats: internet, interviews, job shadows, etc.
- Research guardianship options, if appropriate, prior to your child's 18th birthday.
- Share school documents with outside agencies or visa versa to assist in the transition planning process.

Successful Practices for Schools:

- Become familiar with the contact person for the DVR office that serves your county.
- Connect the student/parent/guardian to the local ADRC at 17 years 6 months to determine eligibility for Family Care or IRIS, and provide information on other services and community resources.
- Obtain the proper consent to discuss the student's transition with DVR and DHS programs.
- Contact transition team members early and advance to discuss time/date to schedule an IEP meeting.
- With consent, prior to the IEP meeting, contact the DVR counselor to provide updates and share progress.
- Meet with DVR staff at the start of every school year to discuss coordination of services.
- Facilitate and maintain an on-going relationship between the school/school district and the ADRC. Mutual training/in-services annually are beneficial for everyone.
- With consent, review students who have been or will be referred to DVR with the DVR contact for coordination of services.
- Coordinate with the DVR contact to schedule presentations once a semester for students and parents/guardian to learn about DVR services.
- Work with DVR to arrange monthly DVR school visits to meet individually with students who are current DVR consumers.
- Coordinate the student's IEP with the students other plans (e.g., IPE and Long Term Care and/ or Mental Health person centered plans).
- With consent, provide updated IEP/transition planning documents to outside agencies.

- In conjunction with the ADRC, network with service agencies that students may need.
- Complete a Summary of Performance (SoP) for the student at time of application for services that will provide comprehensive information to assist postsecondary service providers in making eligibility and service decisions.
- Participate in local Transition Advisory Council/ County Community on Transition (TAC/C-COT) meetings.
- Build strong relationships with coordinated services representatives—they are active care coordinators.
- Encourage the student and/or parent/guardian (if appropriate) to share school documents with outside agencies and/or postsecondary education institutions to coordinate appropriate services.

Successful Practices for DVR Representatives:

- Become familiar with the contact person for the high schools, Long Term Care and Mental Health programs.
- Keep a folder of information on DVR available, including a referral form and a release of information form, to easily make copies to give to teachers, students and their families.
- Reply to all requests to attend IEP meetings and attend as many meetings as possible, making juniors and seniors a priority.
- Contact school staff for an update on the student and their transition services prior to their IEP.
- 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.
- Provide information to and give presentations for teaching staff regarding DVR services.
- Participate in local Transition Advisory Council/County Community on Transition (TAC/C-COT) meetings.
- With consent, provide the school with a list of current students working with DVR for coordination of services.
- Schedule presentations each semester for students and parents/guardians about DVR services.
- Schedule one day every month to be at a 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 to be aware of the available services that may meet students' needs.
- Have students meet with DVR staff at the Job Center and have students tour the job center.
- Encourage students and parents/guardians (if appropriate) to maintain regular monthly contact.

Successful Practices for Long Term Care and Mental Health Service Professionals:

- Become familiar with the Transition staff at the high schools in your service area.
- Become familiar with DVR counselors and supervisors in your service area.
- Obtain appropriate consent to share information with the Transition team members.
- Attend IEP meetings, when invited. Actively participate in the meeting.
- Talk with school staff to share updates on the student's Transition plan prior to their IEP meeting.
- At the beginning of each school year, establish a working relationship and open communication with the student's teachers and school support staff.
- Develop relationships with the service providers in your service area.
- Help facilitate communication with all stakeholders about the desired outcomes for the student to ensure a seamless transition.

- Assist the student and their support system to explore the student's interests, skills, desires and
 identify areas where supports may be necessary to help prepare for the IEP and other planning
 meetings.
- Encourage everyone to be person-centered and listen to the student.
- Encourage flexibility and creativity in planning and available experiences and supports to help the student meet his/her desired outcome.
- Participate in local Transition Advisory Council/County Community on Transition (TAC/C-COT) meetings.
- Encourage students and families to inform school personnel about changes in circumstances that might affect a student's ability to function in school.

Successful practices for ADRC representatives:

- Establish a relationship with each school/school district to share information.
- 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 and Mental Health services.
- Attend monthly Transition Advisory Councils/County Community on Transition (TACs/C-COT) meetings 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, if possible.
- Advise teachers/schools on current long-term options for services and supports after the student leaves school.
- Provide information on program and eligibility criteria to the student, their parents/guardian, and other stakeholders.
- If the student is found eligible, provide Options Counseling and connect the student to the Long Term Care and/or Mental Health Program of their choice.
- 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 IEP Measurable Post School 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 IEP Measurable Post School Goals

1. 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.
- It is based on age-appropriate transition assessment.
- It is written for *both* training/education and employment and where appropriate, independent living:
 - o *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.
 - o *Employment* paid employment (competitive, supported, integrated); non-paid employment (volunteer, in a training capacity); military, etc.
 - o *Independent Living*, (*where appropriate*) skill development in the areas of adult living, daily living, independent living, financial, transportation, etc.
- 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, must have a transition plan, including measurable postsecondary
 goals.
- Measurable postsecondary goals must be written for every student with an IEP, regardless of
 the severity of the student's disability or the student's ability/willingness to provide
 information on preferences and interests.

3. Are students with disabilities who are not receiving special education services under IDEA 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 from services from DVR and/or a community Mental Health program. It would be worthwhile for any student with a disability who feels they need DVR assistance in obtaining employment to make a referral for DVR services. If a student is already involved with a Mental Health program and/or coordinated services team, they can also guide the student about DVR referrals.

4. According to DPI, 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 the ADRC for their area for assistance and referrals when their son/daughter is 17 years 6 months old. In counties without an ADRC, parents can work with their county human services department to apply for adult Long-Term Care services. It is also important for the parent/guardian to contact DVR at least two years prior to graduation to help proceed with processing a referral for DVR services and will help the parent/guardian consider who else should be involved in the transition planning process.

B. Providing Information about Agency Services:

5. When and how should schools involve outside agencies in the transition process?

Schools should generally consult with outside agencies regarding their criteria and timeline for providing services. (2 years prior to graduation for DVR; 17 years 6 months for county long-term care services) If it is likely an outside agency will provide or pay for transition services for a particular student, the school should invite the outside agency to the IEP meeting after obtaining consent from the parent or adult student.

6. When must a school obtain parent/guardian consent for involving outside agencies (DVR or other non-school entity) who should be involved in an IEP meeting?

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

7. What is the best way to exchange information if local districts are required to get consent prior to involving DVR or the Long Term Care or Mental Health program?

Consent to exchange information with outside agencies must be obtained from the parent/guardian or adult student in writing. Prior to mailing the consent request, the student's special education teacher will usually communicate with the parent/guardian or adult student to discuss outside agency services and explain why their consent is being requested.

8. 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 members. DVR will provide outreach to students that will minimally include:

- Purpose of the Vocational Rehabilitation Program
- Eligibility requirements
- Referral and 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 student's 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 <u>Appendix 3</u>.)

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

This decision is determined by the student, parents/guardians, 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 his/her 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

10. What is the role of the Children's Long Term Support Waivers (CLTS Waivers)?

The CLTS Waivers are three Medicaid Home and Community-Based waivers serving eligible youth under age 22 who have physical disabilities, developmental disabilities, and "severe emotional disturbances" so that they can live in their communities with their families. Support and Service Coordinators (SSCs) are based in each county to support children receiving CLTS Waiver services. SSCs work with families to create comprehensive service plans following the principles of family-centered planning, family choice, and a focus on children's strengths and using natural supports.

SSCs can participate in a range of transition activities with the youth and their families, including helping them prepare for IEP and IPE meetings by facilitating exploration of interests and goals, and encouraging families to be prepared with questions and desired outcomes before these meetings. SSCs can also attend planning meetings, assist in coordinating transition activities across systems, provide information and advocacy with transition partners, and help families navigate available opportunities and supports.

SSCs can also provide referrals to ADRCs and for other services that impact adult life, such as helping families apply for SSI, explore guardianship, or work incentives benefits counseling. In addition to support and service coordination, CLTS Waivers can provide funding for transition and employment services including supported employment, mentoring, and more, depending on the individual needs and employment goals. CLTS Waiver funding is coordinated with DVR and DPI funding to achieve the identified needs.

http://www.dhs.wisconsin.gov/children/clts/index.htm

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

An Aging & Disability Resource Center can provide information to students aged 17 years 6 months about 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 age 17 years 6 months, ADRCs can assist with learning and applying for benefits, as well as determine functional eligibility for Long Term Care services. For more information about ADRCs visit: https://www.dhs.wisconsin.gov/adrc/index.htm

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

Managed Care Organizations are service and support providers under contract with the Department of Health Services. MCOs work with individuals who have been determined to be eligible and have chosen to enroll in the Family Care Program. MCOs develop and fund a Member Centered Plan (MCP) to meet the necessary long term supports that will allow a person to live and participate in their community. For more information about Family Care visit: https://www.dhs.wisconsin.gov/familycare/index.htm

13. What is the role of the Include, Respect, I Self-Direct (IRIS) Program?

The IRIS program is a statewide self-directed support Waiver program. Individuals who choose IRIS as their Long Term Care program receive and Individualized Budget Allocation based on their individual long term care needs. IRIS participants work with an IRIS Consultant to create an Individualized Supports and Services Plan (ISSP) that funds the necessary supports that allow a person to live and participate in his/her community. For more information about the IRIS program, visit: https://www.dhs.wisconsin.gov/iris/index.htm

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

When youth planning for transition have mental health service needs, it is important to consider their age, needs and resources for payment when determining how to involve mental health professionals. If a youth utilizes a private mental health provider, the youth and parents can sign authorizations for the school to be in contact with that provider.

When a youth is eligible for services through the County, an authorization for exchange of information between the school and the mental health system is also necessary. With that in hand, there is often a greater expectation of collaboration than might exist with a traditional private provider. When a therapist from, or contracted by, a county is unable to attend transition planning meetings, etc., it is likely that information can be exchanged in advance of the meeting. When mental health services include a wraparound team, the team representative or service facilitator is generally a useful participant in the planning process.

County services to children with severe emotional disorders (SED) are usually provided in the context of a wraparound program that focuses on helping families to cope with their child's needs for support and services. These services might be provided through a Coordinated Services Team (CST) or, in some counties, through a Comprehensive Community Services program (CCS). CCS programs are available for children, youth and adults who meet eligibility criteria. Where these programs are available, youth who will need services as adults might be able to move from children's services to adult services with fewer barriers than has been possible in the past.

Wraparound teams embrace involvement of everyone who is significantly involved with a child/family and usually includes someone from the school that the child attends. It is true, however, that this requires permission of the youth and parents.

General inquiries about the types of services available to residents of a given county can be made at any time without permission. General inquiries can also include information about the timing and procedures for referral of youth who will need services as adults. Questions regarding the availability of staff to attend IEP or transition planning meetings and/or other ways to share information should be raised with county staff. By establishing mutual understanding of what school and agency staff can and cannot do, it becomes easier to create collaboration.

Confidentiality laws apply only to conversations in which specific individuals are identified.

15. When should students/families contact county human service agencies or ADRCs for adult services?

Students must be age 17 years and 6 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 age 18, ADRCs are expected to provide valuable and relevant information *through* the schools/teachers. Parents/guardians and students can go to the ADRC at any time for information about programs and services in their communities.

Inquiries about mental health services available for young adults can occur anytime and should include questions regarding the appropriate timing to make an actual referral to the adult mental health system. It is important to determine early in the transition planning process whether youth will likely be eligible for adult services and whether the youth is likely to utilize these services.

If youth are already receiving mental health services from the county, current providers can provide information about what adult services are locally available (for planning purposes) and facilitate a referral at the appropriate time.

Occasionally, youth are not currently receiving public mental health services, but it is anticipated that they might need them as adults. In this situation, it is appropriate to gather information about resources available locally for planning purposes. The rule of thumb is that these inquiries are best made "earlier rather than later." In such a general conversation, an important question to ask is, "When is it appropriate to contact the County to participate in planning for a student's future?" Additional contacts can be based upon information gained in the initial conversation.

If a youth is not receiving mental health services or if the current level of services seems inadequate, it is appropriate to contact the County to inquire about services appropriate to the needs of the youth prior to his/her 18th birthday. Parental permission is required when such an inquiry will include disclosure of identifying information. A simple inquiry about the kinds of services available and the eligibility requirements for those services, however, can be made without permission.

16. What if there is no ADRC or Family Care/IRIS in my local area/county?

Where ADRCs or Family Care and IRIS are not available, County Human Services that provide Long-Term Care programs still exist. 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.

17. Are representatives of DVR, the ADRC, or the DHS Long Term Care or Mental Health program required to participate in the IEP meeting to help identify needed transition services?

While DVR, ADRCs and DHS program staff 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.

CLTS Support and Service Coordinators are not required to attend IEP meetings, but they can attend when the child is currently receiving CLTS Waivers services. The SSC, as well as other members that support the youth's person-centered plan can provide valuable information during the IEP. The student and family can determine the most important people in their lives that can help with planning and support transition activities.

County mental health staff are not statutorily required to attend all IEP meetings, but philosophically, it is appropriate that they participate as part of the wraparound process. If school personnel participate in the wraparound planning meetings of the CST or CCS program, it might be determined that a summary of these activities will suffice for the purposes of some of the IEP meetings without requiring face-to-face participation.

Providers of adult mental health services might have barriers to their participation in advance of admission. In that case, it would be appropriate for those concerned to identify alternative means for information-sharing and planning. If the student remains in school after his transition into the adult mental health system, efforts should be made to facilitate involvement in the IEP/transition process.

18. What if an invited DVR counselor or representative from Long Term Care or Mental Health program 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.

19. 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

20. 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, the County's Human Services Agency is the point of contact. A map of county adult long-term care departments is available on the website: http://www.dhs.wisconsin.gov/LTC_COP/CONTACTS.HTM

Youth under age 22 may be served by CLTS Waivers through County Waiver Agencies. A list of CLTS Waivers county contacts is available on the website: http://www.dhs.wisconsin.gov/areaadmin/HSDListing.asp

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. 6 months. A list of ADRC contacts is available on the website: http://www.dhs.wisconsin.gov/ltcare/adrc/customer/adrccontactlist.pdf

Inquiries regarding mental health services should be directed to the county mental health program. Contact information for local services is available in the phone book or on the county website.

The Department of Health Services does not provide direct mental health services. If the local program is non-responsive or additional information is needed to supplement what is provided locally, staff from the Wisconsin Division of Mental Health and Substance Abuse Services can be contacted for assistance. Requests for additional information or assistance can be initiated by entering that title into your search engine and using the contact information displayed.

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

21. Can DVR or DHS programs provide services to a student who is still in high school?

Yes.

22. Are all students with IEPs eligible for DVR, Long-Term Care, or Mental Health 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 <u>Appendix 3</u> & <u>Appendix 4</u>) To be eligible for Long Term Care or Mental Health Services, the student must meet eligibility criteria (completed by the ADRC or County Human Services).

23. 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, contact your local DVR office. (See <u>Appendix 3</u>.)

24. How long is the waitlist for DVR services?

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

25. What are long-term supports and services?

Long-term supports and services are those goods and services provided by DHS programs that will assist eligible people to either maintain or improve functional ability and live and participate in their communities. These DHS programs include, Children's Long Term Support Waivers, Family Care, IRIS, County Long-Term Care Waivers and Mental Health Programs.

26. What long-term supports and services are available?

For more information about the following DHS programs:

Children's Long Term Support Waivers:

http://www.dhs.wisconsin.gov/children/clts/index.htm

Family Care:

https://www.dhs.wisconsin.gov/familycare/index.htm

IRIS:

https://www.dhs.wisconsin.gov/iris/index.htm

Community Integration Program (CIP):

https://www.dhs.wisconsin.gov/cip/index.htm

Community Options Program:

https://www.dhs.wisconsin.gov/cop/index.htm

Mental Health Programs:

https://www.dhs.wisconsin.gov/mh/index.htm

Healthy Transitions Initiative:

Sally.raschick@wisconsin.gov

Coordinated Services Team Initiative:

https://www.dhs.wisconsin.gov/mh/cst/index.htm

27. Who is eligible for Children's Long-Term Support Home and Community-Based Medicaid Waivers (CLTS Waivers)?

The CLTS Waivers are available to children under age 22 with disabilities, including developmental disabilities, several emotional disturbances, and physical disabilities. The funding helps to support children so they can live and fully participate in their communities. Funding can be used to support a range of different services that are identified based on an individual assessment of the child and his or her needs. For specific eligibility information please see: http://www.dhs.wisconsin.gov/children/clts/waiver/family/eligibility.htm

28. Are all students with disabilities eligible for Adult Long-Term Care services?

No, students need to be found financially and functionally eligible for services in order to receive Long-Term Care. They must also be at least 18 years old before they can begin receiving services. The County Human Services Department or the ADRC determines eligibility for Long-Term Care Programs.

Young adults with a mental health disorder may be eligible for other community mental health programs. https://www.dhs.wisconsin.gov/mh/index.htm

29. Are there waitlists for Long Term Care services?

You will need to check with your County Human Services agency or the local Aging and Disability Resource Center (ADRC) to find out about waitlists in your area.

30. If the student has a part-time job, can he/she still be eligible for DVR and Long Term Care services?

Yes, an individual working part time or full time could be eligible for DVR and Long Term Care 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 3).

D. Developing Transition Plans for Jointly-Served Students

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

The IEP team must determine the content of the IEP including transition services. The IEP team would include the student, the parents, school staff and applicable participating agencies (e.g. DVR, Long Term Care and Mental Health Programs). 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).

32. 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 Long-Term Care or Mental Health Program 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.

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:

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.

• 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, parents/guardians, the community Long Term Care or Mental Health professional, 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 Long Term Care or Mental Health Professional, employer, and others to determine the funding mechanism or methods of receiving the necessary supports to sustain long term competitive employment.

35. When does a Long-Term Care or Mental Health person-centered plan get coordinated with the IEP and IPE?

The Long-Term Care or Mental Health person-centered plan is required for every person who is receiving services & supports through the county human service system or through a Family Care or IRIS. It is the responsibility of the professionals involved to ensure that their part of the plan conforms to the authority and eligibility requirements of their funding sources. This should occur at initial plan development and on an ongoing basis. When planning is done in a collaborative process, it should be expected that the plans will document the manner in which agencies will implement their portion of the collaborative plan. Long-term decisions can then be made by the all stakeholders, including the student and his/her parent/guardian. To the extent that DVR participates in the collaborative planning process, the IPE should similarly implement the collaborative intent.

36. How do supported employment services get determined by Family Care or IRIS?

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

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

If found eligible for Long Term Care services where Family Care and IRIS are available, students have the option to self-direct their services within both Family Care and IRIS. Students will receive Options Counseling through the ADRC to help make this decision.

In IRIS, participants (with assistance from family/guardian when necessary) select and 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 IRIS program 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 the agreed upon amount to the provider(s) that the participant has chosen 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 Inter-Disciplinary Team (IDT), comprised of the member (and guardian if one is appointed), care manager, and registered nurse, creates a cost-effective care plan, known as the Member Centered Plan. Family Care members can choose to self-direct one or more of the services in their plan. The IDT staff provides oversight and assistance as necessary. The cost of the Member Centered Plan is paid by DHS through a rate payment sent to the MCO.

38. Will DVR pay for temporary work for a student?

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

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

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

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

DVR can provide services that are determined to be necessary by the individual and the counselor to assist the individual in achieving an appropriate employment goal. When purchasing services DVR has purchasing policies that must be followed (e.g. comparable services, fee schedules, etc.). (See Appendix 3b.)

E. Plan Coordination for Jointly-Served Students:

40. Which agency (DPI /DVR / DHS) has the primary responsibility to provide funding for needed transition services?

When there is overlap of educational goals and employment/rehabilitation goals and services, a cost sharing arrangement may be negotiated between DVR, the school district, and Long-Term Care and/or Mental Health programs. To know who will pay for a service, all parties must be involved in transition planning in order to make a determination about appropriate services. (There is no charge for the services offered through an ADRC). Youth and young adults who are receiving mental health services through a county program might be eligible for services considered to be psychosocial rehabilitation, depending upon the severity of their disability and the programs for which they are eligible.

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 a Long-Term Care and/or Mental Health program, the three agencies are responsible for negotiating a cost sharing arrangement to determine resources for each individual's situation. (conflicts between agencies are to be resolved utilizing the process outlined in the DPI/DVR/DHS Interagency Agreement).

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 **Family Care or IRIS Ombudsman** for assistance and advocacy:

Madison

131 W. Wilson St., Suite 700,

Madison, WI 53703

Voice: 608-267-0214 / TTY: 888-758-6049 / Fax: 608-267-0368

Toll Free: 800-928-8778*

Milwaukee

6737 W. Washington St., Suite 3230,

Milwaukee, WI 53214

Phone: 414-773-4646 / TTY: 888-758-6049 / Fax: 414-773-4647

Toll Free: 800-708-3034*

Rice Lake

217 W. Knapp St.

Rice Lake, WI 54868

Phone: 715-736-1232 / TTY: 888-758-6049 / Fax: 715-736-1252

Toll Free: 877-338-3724*

A parent/guardian or student can contact the Department of Public Instruction for questions regarding the transition planning process.

Wisconsin Department of Public Instruction, Special Education Team

125 S. Webster Street

P.O. Box 7841

Madison, WI 53707

Phone: 608-266-1781 Toll Free: 800-441-4563

^{*}Toll free line for people with disabilities and their families

41. Which agency should pay/provide transportation for a student to/from a job site?

Consideration of providing/paying for transportation services for jointly served students should follow the cost sharing agreement listed in question 40 and each agencies respective transportation policies. See DPI Information Bulletin No. 09.02 for specific School Based Transportation O&A's.

F. Implementation, Review, and Changes

42. 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.

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

The IEP is a written plan. It specifies the services to be provided and how often, describes the student's present levels of performance and how the student's disabilities affect academic performance, and specifies accommodations and modifications to be provided for the student. 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 (364 days). It can be changed during the year. It may be changed during the year without a meeting if a parent agrees.

44. What is the process for changing or updating an Long-Term Care or Mental Health plan?

A plan can be changed throughout the year, but at minimum is reviewed every six months to ensure all assessed long-term care and mental health needs are addressed. Anytime a change in need or a new outcome (related to long-term care or mental health needs) is identified by the youth and/or their family, the plan should be updated.

45. Can an 18 year old choose whether to continue with the CLTS Waivers or apply for adult long-term care?

No, the determination is based on the adult long term care system's ability to serve transition-aged youth. In Family Care counties, when a young adult reaches age 17 years and 6 months, the Children's Support and Service Coordinator should refer him or her to the ADRC to begin the process of transitioning into the adult long-term care system. It is expected that the transition from CLTS Waivers to Family Care/IRIS is continuous, with no gaps in services, meaning that the eligible youth can remain on the CLTS waivers until they are enrolled in Family Care/IRIS. Counties that have not yet transitioned to Family Care/IRIS may have waiting lists, which would allow the 18 year old to remain on CLTS Waivers until age 22. Children's Waivers Support and Service Coordinators are knowledgeable in the transition to adult services and can work with families to understand when the transition may occur.

46. What else do I need to know about my child turning 18?

A person's legal status changes when they turn 18 years old and are legally considered an adult. It is important to consider whether your child is able to make important health and legal decisions or whether they need some assistance and might need a guardian or power of attorney. Youth with a CLTS Support and Service Coordinator can discuss these questions with their SSC and can receive their assistance with this process.

What you should know about Wisconsin Law: Your Legal Rights and Responsibilities. (formally known as "On Being 18") A publication developed by the Wisconsin Bar Association. http://www.legalexplorer.com/resources/database/PubPDFs/54-ONB18.pdf

To learn about guardianship and legal decision making authority, please read: http://www.dhs.wisconsin.gov/publications/P2/p20460.pdf

It is also important to consider applying for adult Supplemental Security Income (SSI) because the child's SSI does not continue into adulthood. Plus, children previously obtaining Medical Assistance through another source want to be sure to maintain their eligibility to keep their health care and related services in adulthood.

To learn about and apply for SSI benefits please review: http://www.ssa.gov/pgm/ssi.htm

Appendix 1 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 non-educational 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 non-educational 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.
 - (am) 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 <u>20</u> 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).
 - (g) Monitoring and enforcing local educational agency and residential care center for children and youth compliance with this subchapter and applicable federal law, including $\underline{20~\text{USC}~1415}$ (k) and $\underline{42~\text{USC}~11431}$ to $\underline{11434a}$.
 - (h) Developing and maintaining a performance plan in compliance with 20 USC 1416 (b).
 - (i) 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.
 - (j) 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 nondisabled 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.
- (4) Limitation. Nothing in this subchapter requires that special education and related services be provided to a child with a disability who is at least 18 years old and who, in the child's educational placement before his or her incarceration in a state prison, was not identified as a child with a disability or for whom an individualized education program was not developed.

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 2 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
- (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:
 - (a) The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
 - (b) 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.
 - (c) Additions or modifications, if any, that the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum or other supports.

b. 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).

Frequently Asked Questions Regarding Consent:

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

Yes. Consent MUST be obtained before you can invite any outside agency representative to an IEP team meeting.

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

Yes. Consent must be obtained before disclosing a student's disability to an employer.

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 representative to come into a special education classroom identifies the students as receiving special education, which is confidential pupil record information. Therefore consent would be required before inviting the representative to the classroom. 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 is initiated/arranged by the school and the student is under the age of 18.

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 issued an order to release records.

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

Yes, if the social worker is employed by an outside agency.

No, if the social worker is employed/contracted by the school district.

7. Do I have to use DPI form I-1-A (Request to Invite Outside Agency Representative(s) to the IEP Meeting)?

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

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

Yes, more than one agency representative may be included on one form.

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 team 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?

Under the law there is no specific limitation on the length of time the district may request for release of confidential student information. The Department of Public Instruction recommends that the adult student and parent should be asked to provide consent to release personally identifiable information at least **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. After obtaining parent consent (or the student's consent once the age of majority is reached), were representatives of outside agencies likely to provide or pay for transition services 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 is 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 publically 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?

The Wisconsin Department of Public Instruction (DPI) must ensure that post high school outcomes data is collected from each district (LEA) once within a 5-year cycle. 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?

School districts are responsible for collecting contact information on youth who are in their senior or last year of school. The Wisconsin Post High School Outcomes Survey is a discretionary grant awarded by DPI 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 high 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 federally.

How are the WPHSOS and Indictor 14 Related?

Districts collect and report post high school outcomes because it is federally required to fulfill Indicator 14 requirements. Data reported publically 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 publically 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

Wendi Dawson: DPI Grant Liaison to, Post High School Outcomes, Indicator 14 and Wisconsin Statewide Transition Initiative (WSTI), Indicator 13
Wendi.dawson@dpi.wi.gov or 608-266-1146

Mary Kampa: Project Director, Post High School Outcomes www.posthighsurvey.org / maryk@cesa11.k12.wi.us or 715-416-0609.

Linda Maitrejean: Project Director, Wisconsin Statewide Transition Initiative (WSTI) www.wsti.org / lindam@cesa11.k12.wi.us or 715-377-8706

WSTI Coordinators: contact information on the WSTI website - www.wsti.org

Technical assistance and support for State Performance Plan (SPP) Indicators http://sped.dpi.wi.gov/sped_spp

Appendix 3

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.

DVR uses a waiting list, called Order of Selection (OOS), when we do not have enough resources to serve everyone.

The DVR waiting list has three categories:

- Category 1 Most Significant Disabilities.
- Category 2 Significant Disabilities.
- Category 3 All Other Eligible Individuals.

DVR serves people with the Most Significant Disabilities (category 1) first.

An individual's waiting list category is based on their functional limitations – how the disability affects their ability to function in certain areas. DVR looks at seven areas to determine an individual's waiting list category:

- Mobility.
- Communication.
- Self-care.
- Self-direction.
- Interpersonal skills.
- Work tolerance.
- Work skills.

DVR will invite individuals off of the waiting list based on their waiting list category and the date they applied for DVR. If an individual receives Social Security Disability benefits (SSI and/or SSDI), they are automatically placed in at least Category 2. DVR can decide if they should be moved to Category 1 after talking to them.

b. DVR Services

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 and 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.

c. DVR Process Chart

Vocational Rehabilitation Process & Choices in the Process l'he

${ m STEP}$ 1

STEP 3

STEP 4

STEP 5

STEP 2

Gather Information on Jobs & Disability

Plan for

Employment (IPE)

and Follow up Employment

End VR Services (at this time) Closure -

Seeking Employment:

The Plan Lists the Services You Will Receive from VR

Questions to Answer: Do you know what types of

VR Waiting List

Eligibility and

until you and your VR Counselor discuss it.

Do you know how to use

You need to agree on your job

the Plan for Employment.

goal and what you and VR

need to do to reach your

employment goal.

You and VR need to agree on

Do you know if those jobs

jobs match your skills?

disability is stopping you from

You are eligible if your

Eliqibility:

getting or keeping a job that uses your skills and abilities.

are available where you

Job Center resources to

find jobs?

current job is not suited to

your skills.

jobs or change jobs if your

You are ready to apply for

Do you need help from a

Job Placement person?

Jp Activities:

to address the limitations of

your disability?

caused by your disability be

addressed?

enough funding, VR must use

When VR does not have

Naiting List:

a waiting list process called

How can the limitations

What will you need to do

Job Follow

Questions to Answer

If you cannot work full-time,

will your job goal jeopardize

your benefits?

pay enough to replace your benefits?

limitations so you can reach

your job goal.

to deal with your disability

You require VR services

benefits, will your job goal

If you receive disability plan to live and work?

VR should not close your case

our VR File is Closed

When Active VR

Services Stop,

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

on the waiting list.

Close Your Case: Reasons to

You are working at a job related to your job goal When you are hired, keep in touch with VR to let your VR counselor know how it is

the skills for your job goal?

experience, On-the-Job

assessed by an expert who

eligible person will be placed

Order of Selection. An

contacted by VR when VR

on the waiting list and can work with them.

can answer those

questions?

Choices:

Do you need your disability

training?)

(ex. schooling, work-

assessments to answer

these questions?

Choices:

Find the answers to these

contacts the next names on

the waiting list.

As people get jobs, VR

questions and share them

with your VR counselor.

Do you need new

What will you do to learn

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

Your disability or personal

matters are keeping you from working with VR at

Choices:

You cannot risk losing your

this time

disability benefits such as

your health care benefit.

You cannot get a job that

replaces your benefits.

You can extend the 90-day

follow-up if you are having problems on the job.

Write the Plan with VR help, by yourself, or with help from

Work with your VR Counselor

to find the answers.

Select service providers who

can help you find the

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

release forms so VR can get

disability records.

information to VR or sign

Bring your disability

Choices:

someone else.

Work with your VR Counselor

to find the answers.

actively work on reaching your job goal

when you are not able to

successfully employed or

Timeframe: 90 days

Select service providers who can help you find the answers

You can reapply to VR at any

Choices:

time. Your VR case will be

closed when you are

This information is funded by Rehabilitation Services Administration WI Client Assistance Program grant H161A040054.

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Fimeframe: 60 days

information

Appendix 4 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. An overview chart of DHS programs can be found in Appendix 4c.

Wisconsin currently has three social service systems for adult long term care services:

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 known as Family Care utilizing public/private partnerships to service multi-county areas of the state, and 3) a self-directed supports waiver program known as IRIS (Include, Respect, I Self-Direct). Family Care and IRIS are accessed through local Aging and Disability Resource Centers. Which system you will use 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://www.dhs.wisconsin.gov/ltcare/adrc/

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://www.dhs.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://www.dhs.wisconsin.gov/Medicaid/

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://www.dhs.wisconsin.gov/medicaid/Publications/p-10071.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. https://www.dhs.wisconsin.gov/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://www.dhs.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 is determined by the ADRC. https://www.dhs.wisconsin.gov/familycare/fullpartner.htm

IRIS (Include, Respect, I Self-Direct)

IRIS is Wisconsin's Medicaid self-directed supports waiver. It allows each individual to be the primary decision-maker in determining services and supports. Eligibility is determined through the ADRC. https://www.dhs.wisconsin.gov/iris/index.htm

Wisconsin Partnership Program

Partnership is a comprehensive program of services for older adults and people with physical or developmental 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, ER and hospital care, dental care, and prescription medications. 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. Eligibility is determined through the ADRC. http://www.dhs.wisconsin.gov/WIpartnership/2pgsum.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 or IRIS).

 $\frac{https://www.forwardhealth.wi.gov/WIPortal/Tab/42/icscontent/managed\%\,20care\%\,20organization/related\,programs/ssiManagedCare/index.htm.spage}$

Community Mental Health Services

Community based rehabilitation, treatment and crisis intervention services are available through county mental health departments. https://www.dhs.wisconsin.gov/mh/index.htm

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. Supported Employment support services are available from both DVR and DHS http://dwd.wisconsin.gov/dvr/state_plans/fy15/6_3.pdf

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://www.dhs.wisconsin.gov/foodshare/

b. Programs Which Are Accessed At the State or Regional Level

Blind or Visually Impaired Information and Services

Assessment, training and information to enhance independent living skills and quality of life for adults with vision loss. https://www.dhs.wisconsin.gov/blind/index.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. https://www.dhs.wisconsin.gov/odhh/index.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://www.dhs.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://www.dhs.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. https://www.dhs.wisconsin.gov/disabilities/wistech/index.htm

c. Overview of Long Term Care and Mental Health Programs

	Children's Long Term Support Waivers (CLTS)	County-based Adult Long Term Care Waivers: Community Integration Program (CIP IA, CIP IB, CIP II), Community Options Program (COP-W)	Family Care	Include, Respect, I Self-Direct (IRIS)	Community Mental Health Programs: Community Support Programs (CSP), Comprehensive Community Services (CCS), Community Recovery Services (CRS)
Target Groups:	Children and young adults under the age of 22 with significant developmental, physical, or emotional disabilities.	Adults (18 years or older) who have a long-term care condition expected to last for more than 90 days. This includes frail elders and people with physical or developmental disabilities.	Adults (18 years or older) who have a long-term care condition expected to last for more than 90 days. This includes frail elders and people with physical or developmental disabilities.	Adults (18 years or older) who have a long-term care condition expected to last for more than 90 days. This includes frail elders and people with physical or developmental disabilities.	All counties serve individuals with severe emotional disturbance or severe and persistent mental illness. Some counties serve individuals with less severe disabilities. Contact your county.
Application & Eligibility conducted by:	County Human Services Dept- request "CLTS waivers" to apply for services	County Human Services Department	Aging and Disability Resource Center	Aging and Disability Resource Center	County Human Services Department
Name of Plan:	Individual Services Plan, family-centered	Individual Service Plan	Member Centered Plan	Supports and Services Plan	Individual Services Plan, Person- centered Plan, Service Plan
Job Title of Program Staff:	Support and Service Coordinator	Case Manager	Interdisciplinary Team (IDT) Staff: Care Manager & Registered Nurse	IRIS Consultant	Care coordinator, service facilitator, case manager
DHS Webpage for More Information	http://www.dhs.wisco nsin.gov/children/clts /index.htm	https://www.dhs.wisc onsin.gov/cip/index.h tm	https://www.dhs.wisc onsin.gov/familycare/ index.htm	https://www.dhs.wisconsin.gov/iris/index.htm	https://www.dhs.wisconsin.gov/ mh/index.htm

Appendix 5 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.

On the Job: Stories from Youth with Disabilities

http://www.waisman.wisc.edu/naturalsupports/pdfs/YS.pdf

Leadership: A Guide to Promoting Leadership Skills in Youth with Disabilities http://www.waisman.wisc.edu/naturalsupports/pdfs/YouthLeadershipTipSheet.pdf

Self-Determination Strategy Guide

http://www.waisman.wisc.edu/naturalsupports/pdfs/Self-Determination.pdf

Fostering Self-Determination Among Children and Youth with Disabilities

http://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf

How to Start Your Own Natural Supports Event

http://www.waisman.wisc.edu/naturalsupports/pdfs/how-to-tipsheet.pdf

Strategies for Developing Extracurricular Activities

http://www.waisman.wisc.edu/naturalsupports/pdfs/Strategies_Extracurricular.pdf

Strategies for Developing Youth Leadership

http://www.waisman.wisc.edu/naturalsupports/pdfs/Strategies YouthLeadership.pdf

Strategies for Involving Youth in Service-Learning Activities

http://www.waisman.wisc.edu/naturalsupports/pdfs/Strategies.pdf

Get Involved! Statewide Leadership Activities for Youth with Disabilities

http://www.wiyouthfirst.org/Downloads/GetInvolved_12.10.pdf

Youth Fact Sheets – 6 fact sheets developed 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 to meaningfully include youth with disabilities as full participants.

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

Stories of Transition – The stories of 4 Wisconsin youth who have gone through transition. http://www.waisman.wisc.edu/hrtw/Transitionstories.pdf.

The Power of Peer Mentoring – A guide to developing a peer mentoring. http://www.waisman.wisc.edu/hrtw/PPM.pdf

10 Things Employers Can Do To Support Youth

http://www.waisman.wisc.edu/naturalsupports/pdfs/10_things_employer.pdf

10 Things Social Organizations and Associations Can Do To Include Youth With Disabilities http://www.waisman.wisc.edu/naturalsupports/pdfs/10_things_social.pdf

Tips for Working with Youth

http://www.waisman.wisc.edu/naturalsupports/pdfs/youthtips.pdf

Whose Life Is It Anyway? – A booklet that highlights the relationships between three key transition partners: Becky, the youth; her mother and her teacher. 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 a unique 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.

www.wiyouthfirst.org

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://www.wiyouthfirst.org/get_involved.html

For more information, contact Joe Mielczarek at 715-573-2671 or 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.

For more information or to sign up, contact the WI Youth First group at wiyouthfirst@gmail.com or apply online at http://www.wiyouthfirst.org/speakers_bureau.html.

A Gathering of Youth Conference

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.

For more information, contact Kirsten Engel at (608) 242-8484 or kirstene@accesstoind.org.

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.

For more information, contact Martha DeYoung at 608-742-8814, ext. 255 or deyoungm@cesa5.org.

Appendix 6 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 referral for services, related resources, services, and state and federal law. http://dwd.wisconsin.gov/dvr/

DVR transition service link including contacts: http://dwd.wisconsin.gov/dvr/tran.htm

The DVR/DPI/DHS Interagency Agreement:

http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf

National Collaborative on Workforce and Disability:

Provides resource information on employment and youth with disabilities.

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

Wisconsin FACETS

WI Family Assistance Center for Education, Training, and Support is a statewide non-profit organization with its main office in Milwaukee. www.wifacets.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

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

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

Wisconsin Assistive Technology Initiative

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

www.wati.org

National Secondary Transition Technical Assistance Center (NSTTAC)

NSTTAC is a national technical assistance center. Website includes: evidence based practices, capacity building, lesson plan starters, student and family resources, Indicator 13, products and resources.

www.nsttac.org

Wisconsin Statewide Parent-Educator Initiative

(WSPEI) is a service for parents, educators, and other interested in parent educator partnership for children with disabilities.

http://wspei.org/

Appendix 7 Resources That Can Help You Further

Interagency Agreement http://dwd.wisconsin.gov/dvr/pdf_files/dpi_interagency_agreement.pdf-or-http://www.dpi.wi.gov/sped/transition.html

Transition Action Guide http://dwd.wisconsin.gov/dvr/pdf files/tag.pdf -or-http://www.dpi.wi.gov/sped/transition.html

Paul Sherman, Transition Consultant WI Department of Public Instruction 608-267-9157

Paul.Sherman@dpi.wi.gov

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

Mary Kampa, PSO Coordinator Post School Outcomes 715-416-0609 <u>mkampa@cesa10.k12.wi.us</u> www.wipso.org

Mary Skadahl, Project Director WSPEI 877-844-4925 715-829-8932 marys@cesa12.k12.wi.us http://wspei.org/

Meredith Dressel, Assistant Bureau Director Division of Vocational Rehabilitation Statewide Transition Coordinator 608-261-0075 meredith.dressel@dwd.wisconsin.gov http://dwd.wisconsin.gov/dvr/tran.htm

Sarah Lincoln, Policy Analyst Division of Vocational Rehabilitation 608-261-0060 Sarahj.lincoln@dwd.wisconsin.gov Jenny Neugart, Transition Specialist UW Madison Waisman Center 608-261-7528 jennifer.neugart@wisconsin.gov

Pam Jenson, Project Coordinator Transition Improvement Grant 608-921-1400 pam.jenson@cesa2.org http://www.witig.org/contact-us/

Tammy Hofmeister, Adult Vocational Specialist DHS Employment Initiatives Section 608-266-7251 tammy.hofmeister@wisconsin.gov

Jessica Smith, Children's Services Specialist DHS Employment Initiatives Section 608-267-3377 Jess.smith@wisconsin.gov

Sally Raschick, Director
Healthy Transitions Initiative Project
DHS Division of Mental Health and Substance Abuse
Services
608-261-9313
sally.raschick@wisconsin.gov

John O'Keefe, IRIS Manager Wisconsin DHS, Bureau of Long Term Support (608) 261-6749 John.okeefe@wisconsin.gov

Appendix 8 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.

CLTS Waivers – Children's Long Term Support Waivers are three Medicaid Home and Community-Based Waivers serving children under age 22 who have physical disabilities, developmental disabilities, and "severe emotional disturbances" and need long-term supports. Supports and services are provided in the child's home and community.

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

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.

FACETS – Wisconsin Family Assistance Center for Education, Training, and Support is a statewide non-profit organization, with its main office in Milwaukee.

IDEA - Individuals with Disability Education Act.

IDT - Interdisciplinary Team for MCOs includes RN, MCO IDT staff, member and guardian if one is appointed.

IEP - Individualized Education Program.

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, **I**ntegrated **R**ehabilitation **I**nformation **S**ystem.

IRIS – Within the DHS "Include, Respect, I Self-Direct".

ISP - Individual Service Plan for CIP/COP/County services/CLTS Waivers.

MAPS - Making Action Plans.

MCP- Member Centered Plan for MCO's.

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.

SSC – A Support and Service Coordinator is the person assigned to assist youth receiving CLTS Waiver services through case management, service planning, referrals, advocacy, and other waiver-related activities.

SSP - Support and Services Plan for IRIS.

TACs/ C-COT- Transition Advisory Councils/ County Community on Transition.

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.

WPHSOS – Wisconsin Post-High School Outcomes Survey is a discretionary grant funded by the Wisconsin Department of Public Instruction.

WSPEI – Wisconsin Statewide Parent Education Initiative is a discretionary grant funded by the Wisconsin Department of Public Instruction.

WSTI - Wisconsin Statewide Transition Initiative is a discretionary grant funded by the Wisconsin Department of Public Instruction.