

## Benefits of Successful Collaboration

### Students DPI:

- Improved post school outcomes in the areas of education/training, employment, and independent living
- Timely access to supports and services after high school
- Greater self-determination, empowerment
- Active community involvement and integrated employment settings

### Parents/Legal Decision Maker:

- 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
- Less worry about student's future

### Teachers and School Team Members:

- Diverse team to meet student's disability related need(s)
- Streamlined transition for families
- Identification of stakeholders to resolve problems
- More job satisfaction as student succeeds
- Improved communication among stakeholders

### 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 students make more informed choices about employment
- Better communication to improve teamwork

### **DHS Long Term Care Professionals:**

- Earlier involvement with transition team to provide a seamless transition from school to on-going supports
- Better communication to improve teamwork and planning for competitive integrated employment outcomes
- Identification of stakeholders and clarification of their roles and responsibilities to establish efficient and effective communication
- Maximizing resources and reduction in duplication of services

### **Behavioral Health Providers:**

- Encourage family voice, growth, and strength
- Children and families will have access to and choice from an array of supports and services that are responsive to their strengths and needs
- Access to creative and individualized supports.
- Consistency in the care provided through Wisconsin children system of care principles
- Earlier involvement with transition team to provide a seamless transition from school to on-going supports
- Better communication to improve teamwork and planning for competitive integrated employment outcomes
- Identification of stakeholders and clarification of their roles and responsibilities to establish efficient and effective communication
- Maximizing resources and reduction in duplication of services

### **Ageing and Disability Resource Center or Tribal Ageing and Disability Resource Specialist (Tribal ADRS) Representatives:**

- Increased understanding of stakeholder roles and responsibilities

- Improved communication among stakeholders
- Improve planning and coordination of services for youth exiting high school