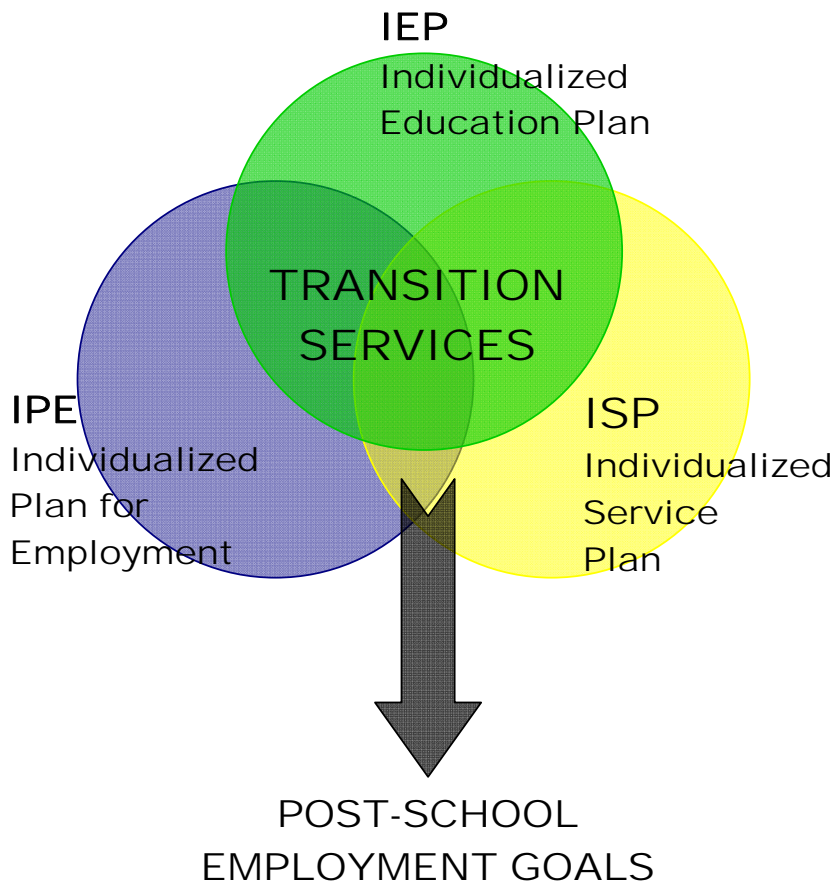


Transition Action Guide

For Post-School Planning

*In Support of
The Interagency
Agreement*



Interagency Agreement Agency Infrastructures Related to Transition Services

Wisconsin Department of Public Instruction (DPI)

Division of Learning Support: Equity and Advocacy (DLSEA)

Wisconsin Department of Workforce Development (DWD)

Division of Vocational Rehabilitation (DVR)

Wisconsin Department of Health & Family Services (DHFS)

Division of Long Term Care (DLTC)

Bureau of Aging & Disability Resources

Bureau of Long Term Services

Bureau of Children's Long Term Care/Support

Division of Mental Health and Substance Abuse Services (DMHSAS)

**The Department of Health & Family Services will be renamed the Department of Health Services (DHS) in July 2008.*

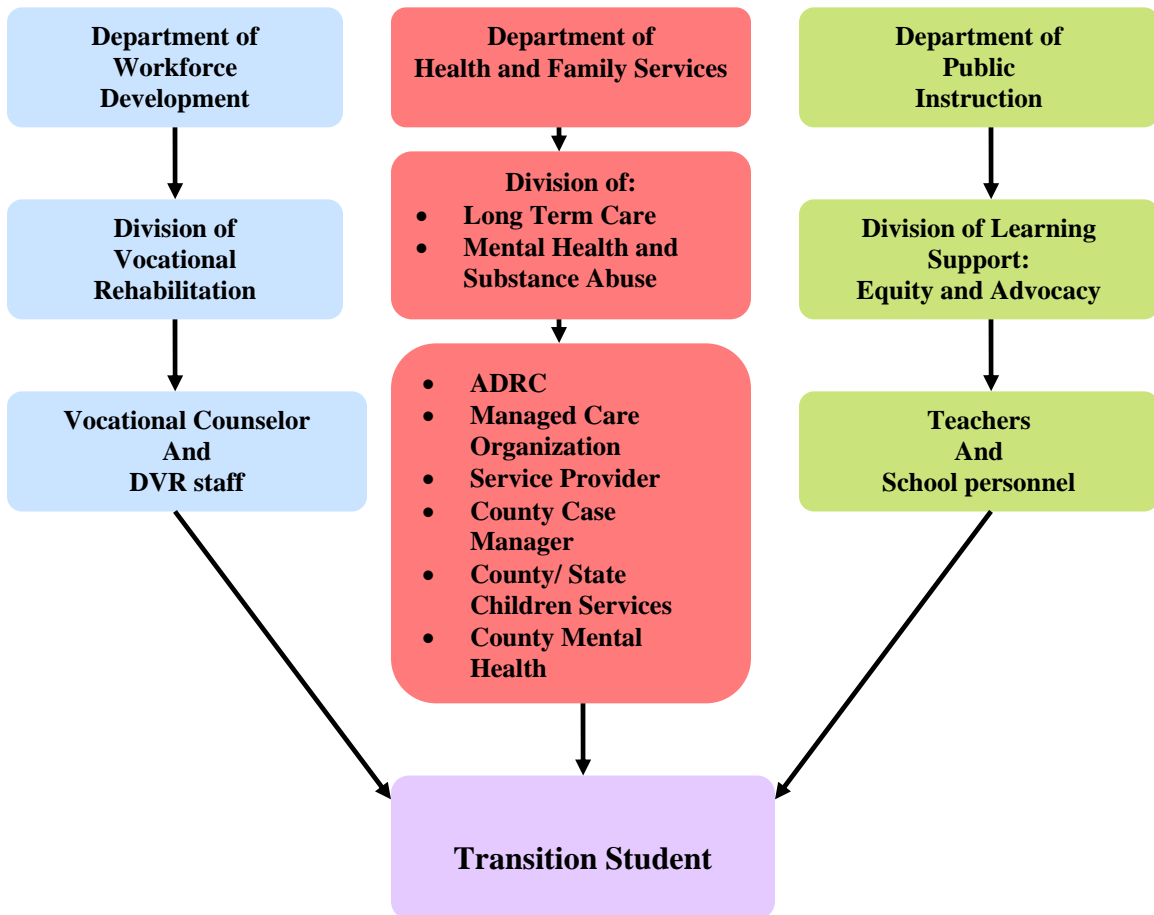


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Preface

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 and Family Services:**
Protects and promotes the health and safety of the people of Wisconsin.
- **The Wisconsin Rehabilitation Council:**
The citizen advisory council, appointed by the Governor, advises and assists DVR in improving services for Wisconsin citizens with disabilities.

Core Values of the Transition Action Guide

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

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

Introduction

Supporting the Interagency Agreement

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

Background:

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

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

Introduction of DHFS in the 2007 Interagency Agreement:

DVR and DPI are very pleased DHFS agreed to be an active partner in the agreement this year. DHFS is currently working on expanding their initiative for Family Care throughout the state of WI. Family Care will replace the current county-based service system as it expands. Currently, some areas of the state remain under the county system of service, while others are working with Managed Care Organizations under the Family Care initiative. While DHFS acknowledges that roles and procedures are changing on the local level, the commitment to integrated employment based on the choices of the individual is a core value in both service models. It will be important for those involved in the transition process to become familiar with the long-term care resources in their area.

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

Transition Process Model

The Departments of Public Instruction (DPI), Workforce Development (DWD), and Health & Family Services (DHFS) have jointly developed a “Transition Process Model”. This model identifies six areas of collaboration that can help schools, the Division of Vocational Rehabilitation (DVR), DHFS, students and parents in the transition process.

The Six Transition Process areas are:

- 1. Identifying the measurable post school employment goals:**
 - Teachers, students, parents, and other stakeholders as determined appropriate (DVR and DHFS) will help the student develop their post school employment goals in either education or training, employment and if appropriate independent living.
- 2. Providing information about DVR and DHFS services:**
 - The schools, DVR, and DHFS will provide opportunities and outreach to allow students and their parents to learn about DVR and DHFS services.
 - Information will be provided through various means such as presentations, IEP meetings, brochures, etc.
 - Schools will obtain parental consent before DVR or DHFS are invited to IEP meetings or individual meetings with students.
- 3. Making referrals to DVR and DHFS when it appears their services will be necessary:**
 - Schools will assist students and parents to meet with DVR to consider applying for DVR services.
 - Meetings with DVR will occur two years before graduation or earlier, if appropriate.
 - Schools will assist students and parents to meet with DHFS to consider applying for DHFS funded services.
 - Consultation with DHFS will occur two years before graduation.
- 4. Developing transition plans for joint IDEA, DVR, and DHFS students:**
 - The DVR counselor and case manager/designated liaison should be invited to every IEP meeting (after obtaining parental consent to attend) for students found eligible for their services (technical assistance can be provided for those not eligible).
 - If appropriate, it is encouraged that a portion of the IEP meeting be devoted to writing, reviewing, or coordinating the IPE and ISP with the IEP and ensuring needed services to achieve the goals are identified in the plans.
- 5. Plan Coordination for joint IDEA, DVR and DHFS students:**
 - The school, DVR, and DHFS will work together, for eligible students, to coordinate services needed for the student to achieve their post school goals.
 - The school will arrange for services and monitoring of services agreed to in the IEP and as DVR and DHFS will do the same for IPE’s and ISP’s.
- 6. Implementation, Review, and Changes:**
 - Each IEP and IPE must be reviewed at least annually for progress and needed changes.
 - A copy of the revised IEP and IPE will be provided to parents, students, and the DVR counselor with the prior written consent provide by parents.

Transition Process Model Tables:

To assist all stakeholders in understanding their roles and responsibilities in relations to the “Transition Process Model”, the tables on the following pages were developed.

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

Stakeholders, for the purpose of this guide, are identified as the student, the parent/ Guardian, teachers, DVR, the long term support entity, service providers, County/ State Children Services, and County mental health services.

Not all stakeholders will be involved with every transition student. DVR, long term support, service vendors, and other County/ State services will be involved based upon the student’s individual needs.

As mentioned in the introduction, not all areas are under the same long term support service system. The tables provide information on both the County-based service system and Family Care system. You should become familiar with the service system in your individual area.

Based on service system you are under the following would apply:

County-Based System:

- County of Responsibility
- ADRC’s (when/where available)
- Service Provider

Family Care System:

- Managed Care Organization (MCO)
- ADRC’s (when/where available)
- Service Providers

What Students can expect from:

Teachers and Schools:

- Help you identify your post school goals related to employment and if appropriate independent living through assessments and activities beginning at age 14 or earlier if needed.
- With you as an active participant, help you develop and complete activities towards achieving your goal and ensure progress is being made.
- Have consents signed to allow DVR and DHFS to be involved in the transition process and help you apply for their services as needed two years away from graduation.
- Coordinate services and your IEP with DVR and DHFS, as appropriate.
- Provide you with a summary of your performance you last year of school and recommendations to assist you in achieving your goals.

The Division of Vocational Rehabilitation (DVR):

- The DVR Liaison will provide you with information on their services and eligibility process in various formats such as presentations, handouts, attend IEP meetings as needed or at least two year prior to graduation.
- Send you an application upon request, and determine your eligibility when the application is received.
- If eligible, your DVR counselor will help you develop an Individualized Plan for Employment and coordinate services with your school.
- If eligible, DVR will provide you with services to help you achieve your goal.

Parents/Guardians:

- Explore your interests and strengths with you to help identify your post school employment goals.
- Sign consent releases to allow DVR and DHFS to attend your IEP meetings.
- Invite, along with you, DVR and DHFS to your IEP meetings, as appropriate.
- Help you complete activities towards achieving your identified goals including helping determine if a referral to DVR and long term support is needed.
- Ensure that your IEP, IPE, and other plans, as appropriate, coordinate with each other.

County of Responsibility:

- After being invited, and when possible, a representative of the county of responsibility may attend your IEP meeting and will inform you and your parent/guardian of the eligibility for county services and the availability of long term support.
- You will be encouraged and expected to be actively involved with your support team.

Managed Care Organizations:

- Provide service planning for you after you have been determined eligible for services.
- Provides the long term funding for you when found eligible by ADRC.
- You will be encouraged and expected to be actively involved with your interdisciplinary team.

ADRC's:

- Provide outreach to you and informs you of potential service options.
- ADRC's will provide you with program eligibility information.

Service Provider:

- If invited, specific service providers may attend the IEP meeting and can discuss their specific services that they offer.

Children's Long Term Support Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services

- If mental health services are needed your county will screen you for eligibility for county based mental health programs and services. They may be able to get you on a list for adult services when you turn 18.

What Parents/Guardians can expect from:

Teachers and Schools:

- Help your student to develop appropriate measurable post school employment goals and if appropriate independent living goals for their Individualized Education Plan (IEP) at age 14 or earlier if needed.
- Encourage you to be an active participant in the transition process, assist your student in developing self-advocacy skills, and having you become familiar with service representatives.
- Work with your student to complete activities towards accomplishing their goals and evaluate their progress.
- Have you sign consents for DVR and DHFS, as appropriate, to allow them to share information and be invited to IEP's, and help your student apply for service at least two years from graduation.
- Coordinate services with DVR and DHFS, as eligible. If they are eligible the representatives should be invited to all IEP meetings.
- Provide you with a summary of your performance you last year of school and recommendations to assist you in achieving your goals.

The Division of Vocational Rehabilitation (DVR):

- The DVR liaison will provide you and your student with information on DVR services and eligibility process.
- The DVR liaison will attend your student's IEP meetings when invited, as needed or at least two years prior to graduation.
- Supply you and your student with an application upon request and complete an eligibility determination.
- If eligible, the DVR counselor will help your student develop an Individualized Plan for Employment (IPE) and coordinate agreed to services with the school, and as appropriate DHFS, to help your student achieve their employment goal.
- The DVR counselor will monitor that progress is being made towards the goal.

Student:

- Actively participate in the transition process including running their IEP meetings and developing their goals.
- Complete activities and assessments that will help them identify their post school goal.
- Complete activities/ services to help them in achieving their post school employment goals.
- Become familiar with their DVR and DHFS contacts and contact them as needed including inviting them to their IEP meetings.

County of Responsibility:

- After being invited, and when possible, a representative of the county of responsibility may attend the IEP meeting and will inform you and your student of their eligibility for county services and the availability of long term support.

Managed Care Organizations:

- Will have you sign the ISP, when the student is found eligible for MCO services.
- Encourage you to be involved with the multidisciplinary team to determine the most cost effective method to meet your student's post school outcomes.

ADRC's:

- Provide information about paid and non paid services and determine your student's eligibility for services.

Service Provider:

- Service providers will provide information about their specific services.

Children's Long Term Support Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services

- If your student receives MH services, you should be actively involved in creating a treatment plan and a family team, if your county provides wraparound style services.

What Teachers and Schools can expect from:

The Division of Vocational Rehabilitation (DVR):

- The DVR liaison will provide information and outreach on DVR services to you and your students, with consent as needed, through various means such as presentations, brochures, attending IEP meetings, and Employment Planning Consultation as needed, or at least two years prior to graduation.
- The DVR Liaison, through Employment Planning Support, will provide employment information and assist in identifying appropriate post school goals needed.
- Will provide applications for services upon request and determine eligibility for services on all referrals.
- For eligible students, the IEP and IPE goals and the services needed to achieve the employment goal will be coordinated.
- For eligible students, the DVR counselor will attend IEP meetings and evaluate the student's progress towards achieving their employment goal.

Student:

- Actively participate in the transition process including running their IEP meetings.
- Complete activities and assessments that will help them identify their post school goal.
- Complete activities/ services to help them in achieving their post school employment goals.
- Become familiar with their DVR and DHFS contacts and contact them as needed including inviting them to their IEP meetings.

Parents/Guardian:

- Help their student develop meaningful post school goals by helping them explore their interests and strengths.
- Sign (obtain) consents to allow DVR and DHFS to be active participants in their student's transition.
- Become familiar with the DVR and DHFS and help their student invite them to their IEP's as appropriate.
- Be active stakeholders in the transition process and help their student with activities and services to help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.
- Discuss with the school need for referral to DVR if not made within two years from graduation.

County of Responsibility:

- If invited, and when possible, a county representative may attend the IEP meeting.
- Information about county services and availability of long term support can be provided to teachers and school districts.

Managed Care Organizations

- If student is found eligible for MCO's services, a care manager may attend the IEP meeting.
- The teacher may be involved with the student's interdisciplinary team as related to post school outcomes.

ADRC's

- Accept referrals to the ADRC's for their student's eligibility for MCO services.
- ADRC's will provide information about paid and non paid services throughout.

Service Provider

- May provide information about the specific services they offer.
- If invited, service provider may attend an IEP meeting to discuss post school needs of the student.

Children's Long Term Support Services:

- The county of residence will consult directly with Children Services on the student's behalf if long term support services are needed.

County Mental Health Services:

- Will accept referrals for services and may be invited to be part of a student's family team.

What the Division of Vocational Rehabilitation (DVR) can expect from:

Teachers and Schools:

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

Student:

- Will complete activities/ services to help them in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting DVR to their IEP meetings as appropriate and if eligible being active in completing DVR services towards achieving their post school goal.

Parents/Guardian:

- Help their student develop meaningful post school goals by helping them explore their interests and strengths.
- Sign (obtain) consents to allow DVR to be active participants in their student's transition.
- Be familiar with the DVR representatives and help their student invite them to their IEP's as appropriate.
- Be an active stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.
- Discuss with the school if a referral is not made within two years from graduation.

County of Responsibility:

- The county of responsibility can determine if long term support is available to the student.
- The county of responsibility can inform DVR of existing vocational service providers.

Managed Care Organizations

- If the student is found eligible for services, the MCO will form an interdisciplinary team with the student and the DVR counselor may be apart of that team to determine vocational outcomes.

ADRC's

- ADRC's determine eligibility for long term support.
- ADRC will provide information about resources in the community.

Service Provider

- Once a service provider is chosen, DVR has technical specifications in which a provider operates their services.

Children's Long Term Support Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services:

- For student's receiving services, may be invited to part of the student's family team.

What the County of Responsibility can expect from:

Teachers and Schools:

- Will invite the County of responsibility representative to be active stakeholders in the transition process for students, as appropriate, including in the development of the post school goal.
- Have consents signed for students to allow County of responsibility representative to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with the county services and representative.
- Make referrals as appropriate, including information needed for eligibility determinations.
- For eligible students, will coordinate services for the IEP, IPE, ISP, and Independent Living Plan, as appropriate.
- Teachers will evaluate student's progress towards achieving post school goals.

The Division of Vocational Rehabilitation (DVR):

- Will assist the teacher and schools in determining when a referral to the county would be appropriate.
- As eligible and needed, coordinate services with the County of responsibility representative to assist the student in achieving their post school employment goal.
- For eligible students, the DVR counselor will evaluate student progress towards achieving employment goal.

Student:

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

Parents/Guardian:

- Help their student develop meaningful post school goals by helping them explore their interests and strengths.
- Sign (**obtain**) consents to allow County of responsibility representative to be active participants in their student's transition.
- Be familiar with the County of responsibility representative and help their student invite them to their IEP's as appropriate.
- Be an active stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.

Managed Care Organizations

- None. MCO operate outside the county system.

ADRC's

- Provide information about resources in the county.

Service Provider

- The county of responsibility contracts with providers to provide the specific service.

Children's Long Term Support Services:

- Will consult directly with each other on behalf of the student if long term support services are needed as to possible funding options available.

County Mental Health Services

- To participate as applicable.

What Managed Care Organizations (MCO's) can expect from:

Teachers and Schools:

- Will invite the MCO representative to be active stakeholders in the transition process for students, as appropriate, including in the development of the post school goal.
- Have consents signed for students to allow MCO representative to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with the services and representative.
- Make referrals as appropriate, including information needed for eligibility determinations.
- For eligible students, will coordinate services for the IEP and ISP as appropriate.
- Teachers will evaluate student's progress towards achieving post school goals.

The Division of Vocational Rehabilitation (DVR):

- Will assist the teacher and schools in determining when a referral to the ADRC would be appropriate.
- As eligible and needed, coordinate services with the MCO to assist the student in achieving their post school employment goal.
- For eligible students, the DVR counselor will evaluate student's progress towards achieving employment goal.

Student:

- Will complete activities/ services to help them in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting the MCO representative to their IEP meetings as appropriate and being active in completing services, as appropriate

Parents/Guardian:

- Will help their student develop meaningful post school goals by helping them explore their interests and strengths.
- Sign (obtain) consents to allow the MCO representative to be active participants in their student's transition if eligible.
- Be familiar with the MCO if applicable and help their student invite them to their IEP's as appropriate.
- Be an active stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.
- Ensure that post school goals and services are coordinated between their IEP, IPE, and other plans.

County of Responsibility:

- None. County Human Services system and MCO do not coexist.

ADRC's

- Determine eligibility for services.
- Refer eligible student's to MCO for services.

Service Provider

- Contract with the MCO for services to be provided.

Children's Long Term Support Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services:

- To participate as applicable.

What the ADRC’s can expect from:

Teachers and Schools:

- Will invite the ADRC’s to be active stakeholders in the transition process for students, as appropriate, including in the development of the post school goal.
- Have consents signed for students to allow ADRC’s to attend IEP meetings and present information to the students if possible.
- Encourage students and their families to become familiar with the services and representative.
- Make referrals as appropriate, including information needed for eligibility determinations.
- For eligible students, will coordinate services for the IEP and ISP as appropriate.
- Teachers will evaluate student’s progress towards achieving post school goals.

The Division of Vocational Rehabilitation (DVR):

- Will assist the teacher and schools in determining when a referral to the county would be appropriate.
- As eligible and needed, coordinate services with the MCO representative to assist the student in achieving their post school employment goal when eligible.
- For eligible students, the DVR counselor will evaluate student’s progress towards achieving employment goal.

Student:

- Will complete activities/ services to help them in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting the ADRC representative to their IEP meetings as appropriate and being active in completing services, as appropriate.

Parents/Guardian:

- Sign (obtain) consents to allow the ADRC representative to be active participants in their student’s transition when possible.
- Be familiar with the ADRC and help their student invite them to their IEP’s as appropriate.
- Be an active stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.

County of Responsibility:

- If the county has a MCO, then there is no responsibility.

Managed Care Organizations

- Provided the most cost effective method to meet the student outcome.

Service Provider

- Provide the services determined most cost effective to meet the outcome.

County/ State Children Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services

- To participate as applicable.

What Service Providers can expect from:

Teachers and Schools:

- Will invite the service provider to be active stakeholders in the transition process for students, as appropriate, including in the development of the post school goal.
- Have consents signed for students to allow the service provider to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with the services and representative.
- Make referrals as appropriate, including information needed for eligibility determinations.
- For eligible students, will coordinate services for the IEP and ISP as appropriate.
- Teachers will evaluate student's progress towards achieving post school goals.

The Division of Vocational Rehabilitation (DVR):

- If the student is eligible and as needed, the DVR liaison will coordinate services with the service provider to assist the student in achieving their post school employment goal.
- For eligible students, the DVR counselor will evaluate the student's progress towards achieving employment goal.

Student:

- Will complete activities/ services to help them in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting the service provider to their IEP meetings as appropriate and being active in completing services, as appropriate

Parents/Guardian:

- Sign (obtain) consents to allow the service provider to be active participants in their student's transition.
- Be familiar with the service provider and help their student invite them to their IEP's as appropriate.
- Be active an stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.

Managed Care Organizations

- To be included in the interdisciplinary team.

ADRC's

- To be included on their resource list.

County of Responsibility:

- Contracts for services.
- Payment for services provided.

County/ State Children Services:

- The county of residence will consult directly with Children Services on your behalf if long term support services are needed.

County Mental Health Services

- To participate as applicable.

What County/State Children's Long Term Support Services & County Mental Health Services can expect from:

Teachers and Schools:

- Will invite the service provider to be active stakeholders in the transition process for students, as appropriate, including in the development of the post school goal.
- Have consents signed for students to allow the service provider to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with the services and representative.
- Make referrals as appropriate, including information needed for eligibility determinations.
- For eligible students, will coordinate services for the IEP and ISP as appropriate.
- Teachers will evaluate student's progress towards achieving post school goals.

The Division of Vocational Rehabilitation (DVR):

- If the student is eligible and as needed, the DVR liaison will coordinate services with the service provider to assist the student in achieving their post school employment goal.

Student:

- Will complete activities/ services to help them in identifying and achieving their post school employment goals.
- Actively participate in the transition process including inviting the service provider to their IEP meetings as appropriate and being active in completing services, as appropriate

Parents/Guardian:

- Sign (obtain) consents to allow the service provider to be active participants in their student's transition.
- Be familiar with the service provider and help their student invite them to their IEP's as appropriate.
- Be active an stakeholder in the transition process and help their student with activities and services to help them achieve their post school goals.

Managed Care Organizations

- To be an active participant in the interdisciplinary team for eligible students.

ADRC's

- Provide information on resources in the community.
- Determine eligibility for long term services.

County of Responsibility:

- To be an active participant in the interdisciplinary team for eligible students.

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. Provision of Transition Services**
- B. Consent Requirements**
- C. Connecting with DVR and DHFS Services**
- D. Post-School Employment Goals**
- E. DVR Services**
- F. DHFS Service Providers**
- G. Funding Questions**
- H. Contact**

A. Provision of Transition Services:

- 1. Are students with disabilities who are not served in special education entitled to receive transition services through 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. Nonetheless, they may be eligible for transition services from DVR. It would be worthwhile for any student with a disability who feels they need DVR assistance in obtaining employment to apply for DVR services.

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

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

B. Consent Requirements:

- 3. When must a school obtain parent/guardian consent for involving a DVR or DHFS in an IEP meeting?**

Consent should be obtained prior to talking to any outside agency such as DVR or DHFS service providers about a student or inviting an agency to an IEP meeting. (See Appendix 3c)

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

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

C. Connecting with DVR and DHFS Services:

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

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

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

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

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

7. When should DHFS be included in the IEP planning?

DHFS should be included in the IEP planning if it appears there will be a need for indefinite personal care, care management, residential or employment supports.

8. Are representatives of DVR required to participate in the IEP meeting to help identify needed transition services?

In Wisconsin, DVR has entered into an interagency agreement with DPI. Within that agreement DVR has committed to ensuring the involvement of DVR staff in the IEP team meeting process. DVR input into specific IEP's will be available no later than two years prior to the student's school exit (use page citation from agreement) . DVR staff will make it a priority to attend IEP meetings or communicate with the parties before or after the IEP meeting. The MOU cannot require participation.

9. What if an invited DVR counselor or DHFS representative 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 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.

D. Post School Employment Goals:

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

Yes. (See Appendix 3d.)

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

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

E. DVR Services:

12. Can DVR provide services to a student who is still in high school?

Yes.

13. Are all students with IEP's eligible for DVR services?

No. To have an IEP, the student must meet the eligibility criteria for IDEA. To be eligible for DVR, the student must meet the eligibility criteria for the Rehabilitation Act. The eligibility criteria for these two laws are not identical. (See Appendix 4a.)

14. Will a student go on the DVR waiting list?

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

15. How long is the waitlist for DVR services?

To determine the length of the waitlist you should contact your local DVR office. Over the past couple of years DVR has worked very hard to reduce their waitlist and to provide services as soon as possible to eligible consumers. As of summer 2007, most eligible consumers do not have to wait to receive services.

16. 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, students or any other interested community member. DVR will provide outreach to students which will minimally include:
 - Purpose of the Vocational Rehabilitation Program
 - Eligibility requirements
 - Application procedures
 - Scope of services available to eligible students

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

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

- **Information/Referral:**
To community programs and services that may assist an individual in reaching their employment and independent living goals.

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

- **Service Provision:**
Services provided by DVR are individualized, and will be according to an approved Individualized Plan for Employment (IPE). All services provided by DVR will be directly related to the establishing and achieving a job goal. (See Appendix 5.)

17. 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.

18. If I have a part-time job will I still be eligible for DVR services?

Yes, an individual working part time or full time could be eligible for DVR 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.)

19. What if the student does not know what kind of a job he or she wants?

For an IPE to be written, a job goal must be known. If the student does not have a job goal, DVR may be able to provide assistance in determining an appropriate goal.

20. What services does DVR not provide?

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

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

DVR will agree to a supported employment outcome when:

1. The student's postsecondary education goal is competitive employment or employment in an integrated setting where most employees do not have disabilities and the individual regularly interacts with individuals who do not have disabilities.
2. There is a reasonable expectation that the supports needed to maintain employment in an integrated setting for the long term 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, the community case manager, employer and others to determine the amount of supports that will be needed on the job to sustain competitive employment in an integrated setting.

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

F. DHFS Services:

22. Are all students eligible for long-term support (LTS) services from the county/Managed Care Organization (MCO)?

No, students need to be found financially and categorically eligible for services in order to receive LTS.

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

Individual counties may have a waitlist for long term support services. Counties that participate in Family Care/Managed Care Organization will not have waitlists.

24. Are there long waitlists for LTS services?

You will need to check with your county human services or Aging and Disability Resource Center to find out about waitlists in your area.

25. What is the role of the County/MCO and ADRC?

ADRC:

The Aging & Disability Resource Center provides information on services available in the ADRC service area. ADRCs also determine eligibility for long term support services under the Family Care/Managed Care programs.

MCO:

Managed Care Organizations work with eligible individuals to develop and fund an Individual Service Plan to meet the long term care needs that will allow a person to live and participate in their community.

26. How do supported employment services get determined?

DHFS expects Managed Care Organizations and counties to provide services to eligible consumers that will help them maintain integrated employment, based on the person's interests, abilities, and choices.

G. Funding Questions:

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

When there is overlap of educational and rehabilitation goals and services, a cost sharing arrangement may be negotiated between DVR and the school district. To know who will pay for a service for an individual, the school district and DVR counselor must be consulted.

The following are general guidelines to help understand how decisions can be made under the DVR and DPI 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 Appendix 10).

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

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

28. Will DVR provide a vocational evaluation for the student?

DVR will work with eligible students to provide vocational counseling to assist them in determining an appropriate IPE vocational goal. If the counselor and student determine that a vocational evaluation or other assessment is needed to assist in making this determination this may be provided. If the vocational evaluation is also needed to determine the post-school employment goal for the IEP, a cost sharing arrangement will be made for the evaluation.

29. Will DVR pay for work experience for a student?

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

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

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

H. Contacts:

30. 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>

31. Who is the designated DHFS contact is for a specific school or areas?

- A list of Children's Service Specialist is available on the website:
(holder)
- A list of ADRC contacts is available on the website:
<http://www.adrc-tae.org/tiki-index.php?page=WisconsinProfile&stabrev=WI>

Successful Practices

The following are successful practices for schools, DVR, DHFS, students and parents in coordinating services and involving students in the transition process. These activities might not be able to occur in all areas, at all times, or may not be appropriate in all situations, but are activities to be worked towards.

Successful Practices for Schools:

- Become familiar with the contact person for DVR.
- Prior to the IEP meeting and with consent, contact the DVR counselor to provide an update and to discuss the transition services.
- Meet with DVR staff at the start of every school year to provide updates and discuss coordination of services.
- With consent, provide DVR a list of students who have been or will be referred to DVR for coordination of services.
- Coordinate with the DVR counselor to schedule presentations once a semester for students and parents to obtain information regarding DVR services.
- Work with DVR to arrange one day a month for DVR to be present at the school to meet individually with students who are current DVR consumers.
- Develop the student's IEP and IPE together to coordinate services.
- Network with service agencies that may be needed by students.
- Become familiar with the DHFS contact person and their services.

Successful Practices for DVR:

- Become familiar with the contact person for the high school and DHFS services.
- Have a folder full of information on DVR, including an application and a release of information form to make copies of to give to students.
- Reply to all requests to attend IEP meetings and attend as many meetings as possible, making juniors and seniors a priority.
- Have contact with school staff for an update on the student and their transition services prior attending their IEP.
- Meet with teachers and other school staff at the start of each school year to provide updates on DVR, as well as get contact information from the teachers/ contact person.
- Attend Department meetings and make presentations to teaching staff regarding DVR.
- With consent, provide the school with a list of current students working with DVR for coordination of services.
- Schedule specific days each semester to make presentations to students and parents on DVR services.
- Schedule one day a month to be at the school to meet individually with students who are current DVR consumers.
- Develop student's IPEs at their IEP meeting to allow coordination of both documents.
- Network with service agencies that may be needed by students.
- Have students meet with DVR staff at the Job Center and have students tour the job center.

Successful Practices for DHFS:

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

Successful Practices for Involving Students:

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

Successful Practices for Students:

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

Successful Practices for Parents:

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

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

(b) Obligation of noneducational public agencies.

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

Chapter 115.762, Wis Stats:
Division for learning support, equity and advocacy.

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

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

115.88 (1m) Program aid.

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

IDEA 2004

Sec. 612(a)(17)

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

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

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

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

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

Sec. 115.807, Wis. Stats

Transfer of Parental rights at age of majority.

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

- (1) The local educational agency shall provide any notice required by this subchapter to both the individual and the individual's parents.
- (2) All other rights accorded to the individual's 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
11. Significant Developmental Delay

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

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

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

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

Wis. Adm. Code

PI 11.35 Determination of eligibility

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

(2) A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has impairment under s. PI 11.36 that adversely affects the child’s educational performance, and the child, as a result thereof, needs special education and related services.

(3) As part of an evaluation or reevaluation under s. 115.782, Stats., conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

(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.

b. Department of Public Instruction Consent Guidelines

What is Consent?

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

Source: Student Records and Confidentiality, October 2003.

Frequently Asked Questions Regarding Consent:

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

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

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

Yes.

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

Yes. Inviting a DVR rep. to come into a special education classroom is really no different than inviting a DVR rep. to a student's IEP meeting; the district would be divulging more than just directory data to the DVR rep. If DVR came to school during the day and was given a separate room in which to make a presentation (not the special education classroom) adult students could

choose whether to attend or not. Students below age 18 would need to have parent consent in order to attend the DVR presentation. If you invited DVR to an evening meeting and extended an invitation to parents and students then they could make the determination as to whether they wanted to attend.

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

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

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

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

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

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

Yes.

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

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

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

Yes.

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

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

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

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

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

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

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

Required by IDEA Regulation

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

Indicator 13 IEPs and Postsecondary Goals

*“Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, **annual IEP goals and transition services** that will reasonably enable the child to meet the **postsecondary goals**.”* [20 U. S. C. 1416 (a) (3) (B)]

To determine Indicator 13 results, a checklist of six 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. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

Indicator 14 Post High School Outcomes

“Percent of youth, who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school or both within one year of leaving high school.”

Definitions

- “*competitively employed*” means employment in an integrated, community employment setting, working 35 hours per week or more, and earning minimum wage greater; includes the military and supported employment
- “*postsecondary school*” 2-year college or community college, 4-year college or university, public technical college, high school completion degree, vocational school, apprenticeship, short-term training program, on-the-job training program or other.

Purpose, Reporting Sampling and Website

Purpose. The reporting requirement is an unduplicated count (reported as a percentage) of exiters (including those youth with disabilities who exited with a diploma, certificate of attendance, reached maximum age of eligibility for services, or have dropped-out) who are or have been competitively employed, participating in any type of postsecondary education or training, or both, since leaving high school

Example: if a district has 24 exiters with disabilities and 12 are or have participated in postsecondary education or training and 20 are working or have worked (4 are doing both), the district reporting would be: “83%”

Sampling Plan. Wisconsin will collect data from districts based on a six-year cycle that is aligned with other data collection activities (app. 1200 students included annually). This means that over the next six years, each LEA in Wisconsin will need to collect and report outcomes data once. Milwaukee Public Schools will be sampled and included annually

Website. WDPI has granted a Discretionary Grant to CESA #11 to develop the Statewide Post High Outcomes Survey (WPHSOS) website: www.posthighsurvey.org. The outcomes website is a tool developed to meet the requirements of Indicator #14. It is designed to ensure consistency in data collection and reporting in a time-efficient, cost-effective manner.

Survey, Interview Questions and Reports

Post High School Outcomes Survey includes a 7 – 10 minute (St. Norbert College Survey Center) telephone interview with former students to assess their current participation in independent living, postsecondary education, employment, high school employment and IEP planning. Open-ended questions are included. All interview questions can be sorted by gender, ethnicity, disability and exit type. Reports include a district summary report, a district report starter, comparative analysis reports a district improvement planning form (*template*), statewide summary report, statewide report, and an LEA/SEA Indicator 14 Report

Statewide Resources

Steve Gilles: State Transition Consultant & Indicator 13
steve.gilles@dpi.state.wi.us or 608-266-1146.

Mary Kampa: Project Director, Post School Follow up, & Indicator 14
kampam@shelllake.k12.wi.us or 715-416-0609.

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

CESA Transition Coordinators: technical assistance regarding WSTI Checklist, TACs, TATs & TANs,
 (contact information on the WSTI website) www.wsti.org

Technical assistance and support for State Performance Plan (SPP) Indicators
<http://www.dpi.wi.gov/sped/spp.html#land>

d. Youth Leadership

“Nothing about us without us” – The Wisconsin Youth Leadership Council

SCOPE OF SERVICE

CESA 11 will carry out training and technical assistance activities for the Pathways to Independence Natural Supports Project. The Natural Supports Project is implemented through the Waisman Center holds, with funding from the Wisconsin Medicaid Infrastructure Grant which is funded by the Wisconsin Department of Health and Family Services Office of Independence and Employment. The project is designed to draw out the best ideas and approaches for enhancing the full participation of youth with disabilities in school, community, and work environments.

Deliverables

- Provide leadership to the development of the Wisconsin Statewide Transition Initiative (WSTI) Youth Leadership (YLC), including the development of a web page on the WSTI website describing the YLC, explaining their purpose related to meaningful youth involvement at the local, state, and national level.
- As needed by members of the YLC, develop a YLC website forum to increase communication among YLC members.
- Work with YLC members to create PowerPoint presentations of "their stories" as youth with disabilities in transition. Stories will be presented at local, state, and national meetings to inform others of the youth perspective.
- WSTI YLC will develop a multi-media presentation to promote youth development and leadership, which will be presented at the 5th Annual Wisconsin Transition Conference.
- Provide regional trainings (focusing locations close to mini-grant districts) to adults (parents and educators) to assist them in promoting meaningful involvement of youth with disabilities to better equip them to access natural supports in their schools and communities on their own.
- Participate with the Natural Supports team to review mini-grant applications and provide technical assistance to the Natural Supports Immersion Learning Institute, summer 2007.

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.

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

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

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

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

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

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

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

Mobility

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

Examples of significant mobility limitations:

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

Communications

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

Examples of significant limitations in communication:

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

Self-Care

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

Examples of significant limitations in self-care:

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

Self-Direction

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

Examples of significant limitations in self-direction:

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

Interpersonal Skills

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

Examples of significant limitations in interpersonal skills:

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

Work Tolerance

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

Examples of significant limitations in work tolerance:

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

Work Skills

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

Examples of significant limitations in work skills:

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

b. Services under DVR

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

Guidance and Counseling:

A DVR Counselor's role is to provide information and share knowledge about the impact disabilities have on employment. A counselor and consumer will begin to discuss their abilities, needs, and interests. This is the first step in choosing a job or career. Together a consumer and counselor will set up a plan to meet

their work goals. This plan is called 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:

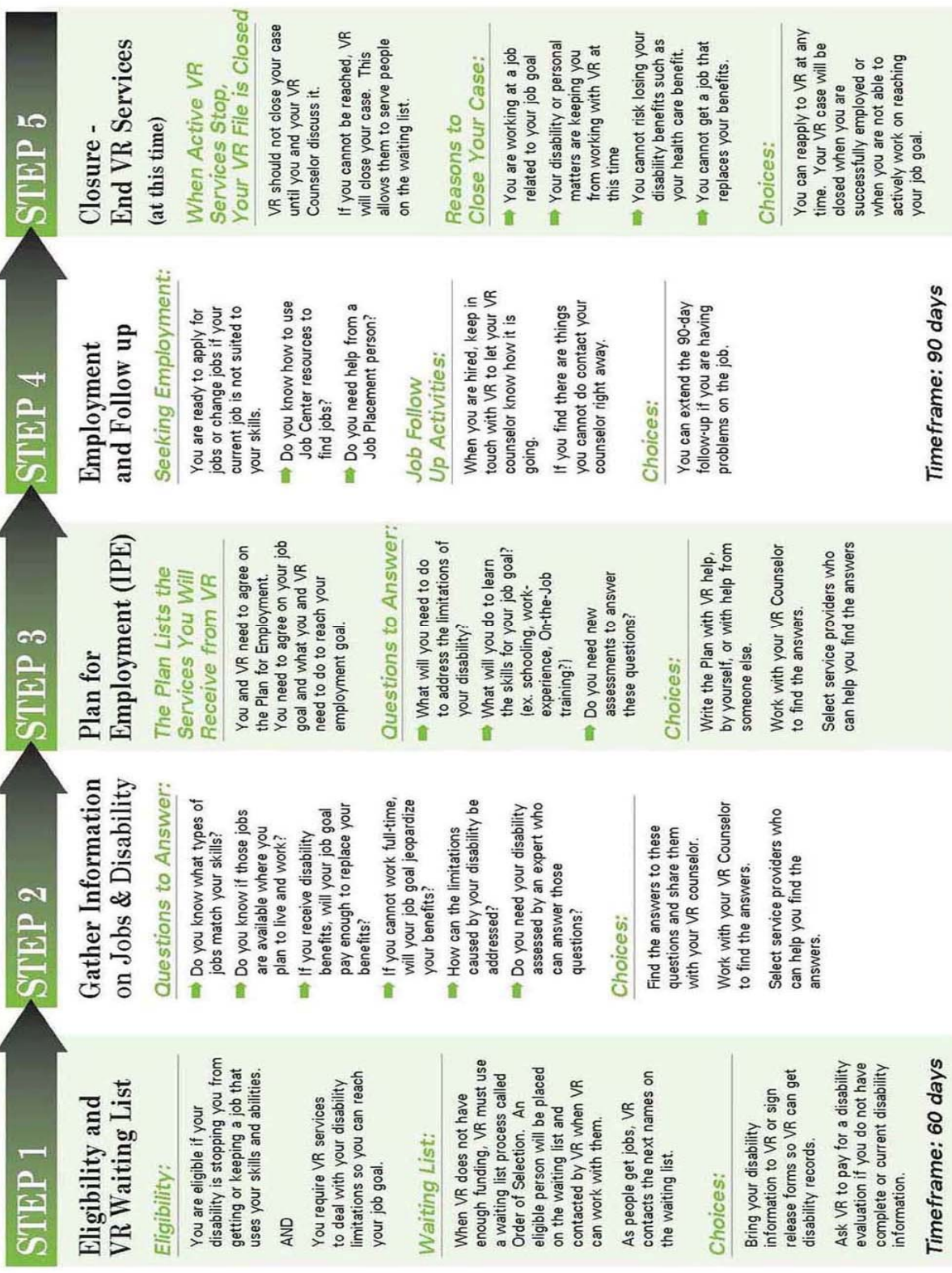
If a consumer does not have the work skills they need, training may be needed. A counselor will know about the available programs in an area. Training may be at a school or on the job. A counselor will work with a consumer to identify other services that are necessary in supporting the job/career goal.

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

The Vocational Rehabilitation Process & Choices in the Process



This information is funded by Rehabilitation Services Administration WI Client Assistance Program grant H161A046054.

Appendix 4

Department of Health and Family Services Resources

The Department of Health and Family Services (DHFS) 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 DHFS which may be particularly helpful for young people with disabilities who are making the transition from school to employment or independent living. Since Wisconsin has a state-supervised, county-operated social service system, many of these programs are accessed locally through county human service departments. Others are available only in some locations. Additional information on each of these programs is available by following the links provided.

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. Individuals, concerned families or friends, or professionals working with issues related to aging, physical disabilities, developmental disabilities, mental health issues, or substance use disorders, can receive information specifically tailored to each person's situation. ADRC services can be provided at the Center, or via telephone or through a home visit, whichever is more convenient to the individual seeking help.

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

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

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

Medicaid / Medical Assistance - Medicaid is a state and federal assistance program that helps certain needy and low-income people pay their medical bills. Medicaid is also known as Medical Assistance, MA, Title XIX, and T19. <http://dhfs.wisconsin.gov/Medicaid/> and
http://dhfs.wisconsin.gov/medicaid1/recpubs/eligibility/book_a.htm#wisconsin

Medicaid Purchase Plan - The Medicaid Purchase Plan offers people with disabilities who are working or interested in working the opportunity to buy health care coverage through the Wisconsin Medicaid Program. Depending on an individual's income, a premium payment may be required for this health care coverage. <http://dhfs.wisconsin.gov/medicaid1/recpubs/factsheets/phc10071.htm>

Community Integration Program. - CIP provides Medicaid Waiver funding to help people with developmental disabilities relocate from or avoid the need for placement in a state center or nursing home. <http://dhfs.wisconsin.gov/bdds/cip/index.htm>

Community Options Program Waiver - COP-W provides Medicaid Waiver funding for home and community-based care for elderly and individuals with physical disabilities who have long term care needs and who would otherwise be eligible for Medical Assistance reimbursement in a nursing home. http://dhfs.wisconsin.gov/LTC_COP/COP.HTM

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 (MCO's). <http://dhfs.wisconsin.gov/LTCare/Generalinfo/Index.htm> and <http://dhfs.wisconsin.gov/LTCare/BeingAFullPartner.htm#toc01> .

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

SSI Managed Care - A Medicaid managed care program for individuals, aged 19 and older who are receive Supplemental Security Income and Medical Assistance (Medicaid) and are not enrolled in another publicly funded managed care program (Family Care, PACE, or Partnership). <http://dhfs.wisconsin.gov/medicaid7/recipients/guide/ssiguide01.htm>

Community Mental Health Services - Community based rehabilitation, treatment and crisis intervention services are available through county mental health departments. http://dhfs.wisconsin.gov/mh_bcmh/

Supported Employment - Supported employment is an employment service for individuals who, because of disabilities, need job coaching or other ongoing support services in the paid, competitive workforce. <http://dhfs.wisconsin.gov/bdds/sep/index.htm>

Independent Living for Children in Out-of-Home Care - Independent living services are designed to help youth 15 to 21 years of age gain the skills necessary for successful transition from out-of-home care to living independently in the community. <http://dhfs.wisconsin.gov/children/IndLiving/index.HTM>

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

PROGRAMS WHICH ARE ACCESSED AT THE STATE OR REGIONAL LEVEL

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

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

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

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

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

Appendix 5 Opportunities to Learn

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

Department of Health and Family Services (DHFS)

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

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

Department of Public Instruction (DPI)- Transition

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

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

Division of Vocational Rehabilitation (DVR)

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

www.dwd.state.wi.us/dvr/

DVR transition service link including contacts:

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

National Collaborative on Workforce and Disability:

Provides resource information on employment and youth with disabilities.

www.ncwd-youth.info/

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 Statewide Transition Initiative (WSTI)

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

www.wsti.org/fy.main.php

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

The DVR/DPI/DHFS Interagency Agreement:

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

Appendix 6

Glossary of Acronyms and Terms

ADRC - Aging & Disability Resource Center.

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.

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.

County - There are 72 counties in Wisconsin.

DHFS - Department of Health and Family 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.

IDEA - Individuals with Disability Education Act.

IEP - Individualized Education Plan.

Independent Living Plan - Required by DHFS 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.

ISP - Individual Service Plan.

MCO - Managed care Organization.

SDS - Self-Directed Support.

TACs - Transition Advisory Councils, usually County based.

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.

WSTI - Wisconsin Statewide Transition Initiative

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.

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.