

**Seamless Collaboration**  
***With And For* Students With Disabilities**  
**Transitioning To Employment And Adult Life**



*“How we can work together  
in my transition from school  
to employment and adult life.”*

**Individualized Education Plan**

**Individualized Plan for Employment**

**Individualized Service Plan**

Student -- Parent/Guardian -- Teacher/ School-Team Member

Division of Vocational Rehabilitation -- Aging and Disabilities Regional Center

County Case Manger/ Child Service Worker/ Mental Health Professional

**Dept. of Public Instruction**  
**Dept. of Workforce Development**  
**Dept. of Health Services**

November 25<sup>th</sup> 2008

## Quick Overview of Benefits and Actions by Stakeholder

This is an overview of how a student with disabilities and each stakeholder can benefit from the new collaboration. It shows how we can work *with and for* a student as he or she transitions from school to employment and adult life. Each of us needs to take specific steps to make this an efficient, effective and seamless process. See the comprehensive **Transition Action Guide for Post-School Planning** for more details and thorough explanations.

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

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

### Resources that can help you further

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

Steve Gilles, state consultant-transition, DPI  
 608-266-1146  
[steve.gilles@dpi.wi.gov](mailto:steve.gilles@dpi.wi.gov)  
<http://www.dpi.wi.gov/sped/transition.html>

Linda Maitrejean, WSTI project dtr, CESA coordinators  
 715-986-2020 ext. 2122,  
[lindam@cesa11.k12.wi.us](mailto:lindam@cesa11.k12.wi.us) [www.wsti.org](http://www.wsti.org)

Mary Kampa, Post-high schl outcomes project dtr  
 715-416-0609  
[maryk@cesa11.k12.us](mailto:maryk@cesa11.k12.us) [www.posthighsurvey.org](http://www.posthighsurvey.org)

Mike Linak, DHS transition coordinator & ADRC liaison  
 608-266-1140  
[michael.linak@wisconsin.gov](mailto:michael.linak@wisconsin.gov)

Jenny Neugart, Youth project coordinator for WI Medicaid Infrastructure Grant, Pathways to Independence, 608-266-8778,  
[jennifer.neugart@dhfs.wisconsin.gov](mailto:jennifer.neugart@dhfs.wisconsin.gov)  
<http://dhfs.wisconsin.gov/LTCare/Generalinfo/RCs.htm>

Cindy L. Cain, WDA dtr, statewide transition coordinator  
 262-548-5880  
[cynthia.cain@dwd.wisconsin.gov](mailto:cynthia.cain@dwd.wisconsin.gov)  
<http://dwd.wisconsin.gov/dvr/tran.htm>

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

### **Prepare for my IEP meeting**

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

### **Participate in my IEP meetings**

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

### **Work towards my Goals:**

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

### **I can expect my Parents/Guardians to:** Help me explore and decide what I want to do for work and living after school.

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

### **I can expect my Teachers or School Team Members to:**

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

### **I can expect Division of Vocational Rehabilitation Representatives to (At least two years prior to graduation):**

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

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

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

### **I can expect representatives of the Aging and Disability Resource Center to:**

#### **If I am under 18,**

- Help me learn about my options for employment and living after I leave school.(and turn 18)
- Provide information to my school and my parents/guardian about these local services and programs.

#### **If I am older than 17 yrs, 9 mo,**

- Help me understand my eligibility for long-term services and supports and apply.
- Advise me about my options so that I can decide how to take advantage of my remaining years in school.
- Refer me to programs and service agencies that meet my needs.

## ***As a Parent, I am expected to:***

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

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

### **Participate in my student's IEP Meeting:**

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

### **Help my student achieve his/her Goals:**

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

### **I can expect my Student to:**

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

### **I can expect Teachers or School Team Members to:**

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

### **I can expect Division of Vocational Rehabilitation Representatives to (At least two years prior to graduation):**

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

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

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

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

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

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

### **Prepare for the student's IEP meeting:**

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

### **Participate in the IEP meeting:**

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

### **Help the student work towards their goal:**

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

### **I can expect Students to:**

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

### **I can expect Parents/Guardians to:**

- Help their student explore and develop work and living goals for after school.
- Sign (obtain) consents to allow DVR and DHS to be active participants in their student's transition.
- Become familiar with the DVR and DHS services, and help their student invite them to their IEPs as appropriate, and apply for services.
- 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 and progress is being made towards their goals, and plans are reviewed annually.
- Discuss with the school the need for referral to DVR if not made within two years from graduation.

### **I can expect Division of Vocational Rehabilitation Representatives to (At least two years prior to graduation) to:**

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

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

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

### **I can expect Aging and Disability Resource Centers (ADRC) Representatives to**

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

***As a Division of Vocational Rehabilitation Representative, I am expected to:***

**Prepare for the IEP Meeting:**

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

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

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

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

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

**I can expect Students to:**

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

**I can expect Parents/Guardians to:**

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

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

- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of 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, with consent, no later than two years away from graduation, and include information needed for eligibility determinations.
- For eligible students, coordinate services for the IEP, IPE, and ISP as appropriate, and encourage participation of all stakeholders in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

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

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

**I can expect Ageing and Disability Resource Centers (ADRC) representatives to:**

- Collaborate with each student's team, once he/she turns 17 yrs 9 mo..
- Refer students and parents/guardians to Voc Rehab professionals, when appropriate

***As a County Case Manager, Child Service Worker, and/or Mental Health Professional, I am expected to:***

**Prepare for the IEP Meeting:**

- Respond to IEP meeting requests.
- Attend IEP meetings when invited and available.
- If not able to attend, provide information on program and eligibility criteria to students, their parents, and other stakeholders as appropriate.

**Participate in the Student's IEP Meeting**

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

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

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

**I can expect Students to:**

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

**I can expect Parents/Guardians to:** Help their student explore and develop work and living goals for after school.

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

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

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

**I can expect Division of Vocational Rehabilitation Representatives to (At least two years prior to graduation) to:**

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

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

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

***As an Aging and Disability Resource Center (ADRC) representative, I am expect to (at least two years prior to graduation, or no later than 6 months before student turns 18):***

**Prepare for the IEP Meeting:**

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

**Participate in the Student's IEP Meeting, once the student is 17 yr 9mos:**

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

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

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

**I can expect Students to:**

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

**I can expect Parents/Guardians to:**

- Help their student explore and develop work and living goals for after school.
- Sign consents to allow key stakeholders to be active participants in their student's transition.
- Become familiar with the ADRCs so they can help their student invite the right people to their IEPs.
- Be an active participant in the transition process and help their student with activities and services to help him/her achieve their post school goals.
- Ensure that post-school goals and services are coordinated between their IEP, IPE, and ISP, progress is made, and his/her plans are reviewed annually.

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

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

**I can expect Division of Vocational Rehabilitation Representatives to (At least two years prior to graduation) to:**

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

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

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