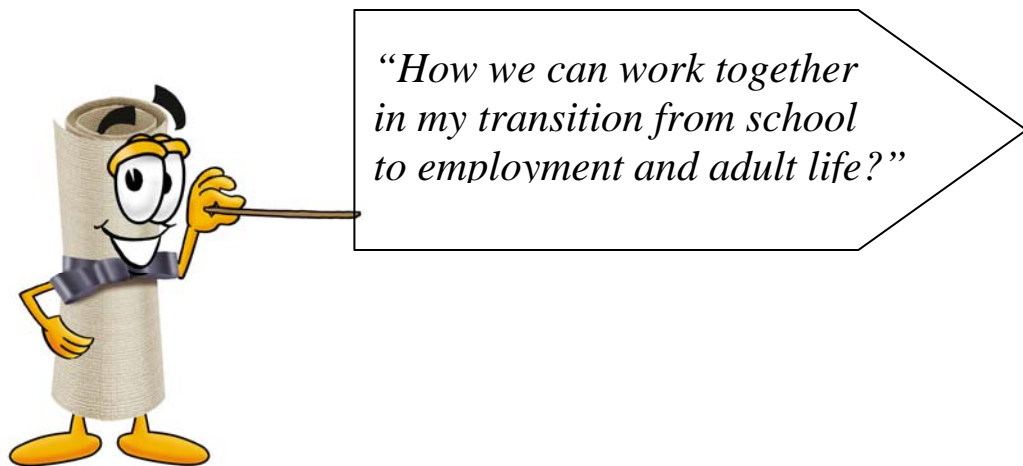


Seamless Collaboration

With and For Students with Disabilities

Transitioning To Employment *and* Adult Life

(July 2012)



Individualized Education Plan

Individualized Plan for Employment

Individualized Service Plan

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

Division of Vocational Rehabilitation -- Aging Disabilities Regional Center

County Case Manger / Child Service Worker / Mental Health Professional

Dept. of Public Instruction

Dept. of Workforce Development

Dept. of Health Services

Technical Assistance Guide Visual



Overview of Benefits by Stakeholder

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

How the collaboration can help YOU:

Students:	
<ul style="list-style-type: none"> • Improved career planning, improved wages • Timely benefits/options counseling with fewer or no waiting lists • Active community involvement and integrated employment settings 	<ul style="list-style-type: none"> • Greater self-determination, empowerment • Increased successful employment outcomes • More employer and business partnerships • Equal access and benefits; Better adult life
Parents/Guardians:	
<ul style="list-style-type: none"> • Timely help, answers and guidance from a local team of stakeholders communicating and collaborating regularly • Seamless service with fewer frustrations 	<ul style="list-style-type: none"> • Increased understanding of roles and duties of stakeholders • More hope for student's future as an employee • Less worry about student's future
Teachers and School Team Members:	
<ul style="list-style-type: none"> • Bigger team to help teacher educate and guide student • Easier, earlier and faster access to support services • Improved communication among stakeholders 	<ul style="list-style-type: none"> • Identification of stakeholders to resolve problems • More job satisfaction as students succeed • Improved relationship with parents/guardians • Fewer or no waiting lists
Division of Vocational Rehabilitation Representatives:	
<ul style="list-style-type: none"> • Timely and appropriate referral of youth • Maximizing resources, reducing duplication • Improved transition planning, coordination of services for youth 	<ul style="list-style-type: none"> • Earlier involvement to help stakeholders make better choices • Better communication to improve teamwork
Long Term Care and Mental Health Professionals:	
<ul style="list-style-type: none"> • Timely and appropriate referral of youth • Better communication to improve teamwork and planning for employment outcomes • Maximizing resources, reducing duplication 	<ul style="list-style-type: none"> • Identification of stakeholders to resolve problems • Earlier involvement to help stakeholders make better choices • Reduce confusion about roles and opportunities
Aging and Disability Resource Center Representatives:	
<ul style="list-style-type: none"> • Increased understanding of roles and duties of stakeholders 	<ul style="list-style-type: none"> • Improved communication among stakeholders • Improve planning and coordination of services for youth

Resources That Can Help You Further

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

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

Wendi Dawson, Transition Consultant
WI Department of Public Instruction
608-266-1146
Wendi.dawson@dpi.wi.gov
<http://dpi.wi.gov/sped/transition.html>

Linda Maitrejean, Project Director
WSTI
715-377-8706,
lindam@cesa11.k12.wi.us
www.wsti.org

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

Sarah Lincoln, DHS Transition Coordinator
DHS Bureau of Aging and Disability Resources
608-266-7974
sarah.lincoln@wisconsin.gov

Mary Skadahl, Project Director
WSPEI
877-844-4925
marys@cesa12.k12.wi.us
www.dpi.wi.gov/sped/parent.html

Tammy Hofmeister, OFCE Vocational Specialist
DHS Bureau of Long Term Support
608-266-7251
tammy.hofmeister@wisconsin.gov

Meredith Dressel, WDA Director, DVR
Statewide Transition Coordinator
262-548-5880
meredith.dressel@dwd.wisconsin.gov
<http://dwd.wisconsin.gov/dvr/tran.htm>

Jessica Thompson, Children's Services Specialist
DHS Bureau of Long Term Support
608-267-3377
jessical.thompson@wisconsin.gov

Jenny Neugart, Transition Specialist
UW Madison Waisman Center
608-261-7528
jennifer.neugart@wisconsin.gov

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

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

- STUDENTS -

As a Student I am expected to:

Prepare for my IEP meeting

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

Participate in my IEP meetings

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

Work towards my Goals:

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

I can expect my Parents/Guardians to:

- Help me explore and guide what I want to do for work and how I spend my time after school.
- Provide consent for agencies/people to help me learn about their services and work towards my goals (If under the age of 18).
- Help me and encourage me to invite these agencies to my IEP meetings and apply for services.
- Help me complete activities that we decide will help me meet my goals.
- Help me make sure my employment supports and activities are coordinated and successful

I can expect my Teachers or School Team Members to:

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

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

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

I can expect Long Term Care and Mental Health Professionals to:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/lcicare/programops/prevoc/integratedemply.pdf>

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

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

-PARENTS-

As a Parent/Guardian I am expected to:

Help my child to prepare for his/her IEP:

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

Participate in my child's IEP Meeting:

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

Help my child achieve his/her Goals:

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

I can expect my Student (Child) to:

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

I can expect Teachers or School Team Members to:

- Starting at age 14 or earlier as appropriate, help my child decide his/her goals for adult life and arrange activities that will help him/her meet those goals.
- Identify who else may be able to help my child reach his/her goals, such as the Division of Vocational Rehabilitation, Long Term Support or Mental Health resources.
- Contact me to discuss time/date to schedule my child's IEP meeting.
- At least two years prior to graduation help me become familiar with these agencies, provide consent form, help my child apply for services as appropriate and/or provide referral information, and work together with these agencies to help my child achieve his/her goal.
- Evaluate my child's progress annually with all appropriate stakeholders, provide me with a summary of my child's performance (SoP) his/her last year of high school and make recommendations to assist him/her in achieving his/her goals.

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

- Give me and my child information about their program, attend joint meetings as invited and necessary, and help us determine employment goals and activities for achieving these goals.
- Send an application for services when requested and determine my child's eligibility for DVR services.
- If eligible and off the waitlist, help develop an Individualized Plan for Employment (IPE) and coordinate my child's IPE with other agencies' plans written for my child.
- Provide services we've agreed will help my child achieve his/her employment goals.
- Ensure my child is making progress towards his/her work goals and update his/her IPE annually with all stakeholders as appropriate.

I can expect Long Term Care and Mental Health Professionals to:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/ltcare/programops/prevoc/integratedemploy.pdf>

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

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

- EDUCATORS -

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

Prepare for the student's IEP meeting:

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

Participate in the IEP meeting:

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

Help the student work towards his/her goals:

- Help the student complete activities that will help him/her achieve their goals.
- Help the student review his/her choices and with consent apply for appropriate services that will help him/her achieve his/her goals
- With consent, provide necessary and appropriate information to outside agencies regarding the student to assist with referrals and coordinating plans and services.
- Maintain familiarity with current resources and services available to students and their guardian/family members.
- Include the student, parent/guardian in ongoing transition planning efforts and encourage contact by student/family.
- Work with these outside agencies to coordinate plans and services.
- Evaluate the student's progress towards achieving post high school goals and update IEP annually.
- Provide the student and parent/guardian (if appropriate) with a summary of the student's performance (SoP) no later than the last year of high school.
- Encourage student and parent/guardian (if appropriate) to share school documents with outside agencies/adult service providers (including IEP, SoP, evaluation reports, etc.) at the time of application and as updated.

I can expect Students to:

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

I can expect Parents/Guardians to:

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

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

- Provide information and outreach on DVR services to me, the student and parents/guardians, with consent as needed, through various means such as presentations, brochures, and attending IEP meetings as needed, at least two years prior to graduation.
- Provide Employment Planning Consultation as needed, or at least two years prior to graduation.
- Provide employment information and assist in identifying appropriate employment goals, as needed.
- Provide 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 Long Term Care and Mental Health Professionals to:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/lc/lc/programops/prevoc/integratedemploy.pdf>

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

- For students who are 17 years 6 months or older, help the student and parent/guardian understand options for Long Term services and supports.
- Assist the student and parent/guardian in identifying the full range of community resources and other benefits/services that may be available to him/her.
- Attend in-service/training events to communicate with educators and school administrators.
- Attend events that are intended to help groups of parents/guardians (e.g., parent nights) to be prepared for transition to employment, independent living or long term care.

- VOCATIONAL REHABILITATION -

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

Prepare for the IEP Meeting:

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

Participate in the Student's IEP Meeting:

- Provide information about DVR services, including eligibility criteria to the student, his/her parent/guardian, and other stakeholders as appropriate.
- Share thoughts and be an active part of the discussion.
- When requested provide an application for services and determine eligibility for services upon application.
- Help the student develop his/her goals for employment after high school.
- For eligible students, facilitate the development of the IPE at the IEP meeting to ensure alignment of plans
- Help determine what the student can do now and in the future to help him/her achieve their goals.

Help the student achieve his/her goals:

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

I can expect The Student to:

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

I can expect Parents/Guardians to:

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

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

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

I can expect Long Term Care and Mental Health Professionals to:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/lc/lcprogramops/prevoc/integratedemploy.pdf>

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

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

- REPRESENTATIVE OF LONG TERM CARE AND MENTAL HEALTH PROGRAMS -

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

Prepare for the IEP Meeting:

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

Participate in the Student's IEP Meeting:

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

Help the student achieve his/her goals:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/lcicare/programops/prevoc/integratedemply.pdf>

I can expect The Student to:

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

I can expect Parents/Guardians to:

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

I can expect Teachers or School Team Members to:

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

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

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

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

- Determine eligibility for Long Term Support services once the student turns 17 years 6 months.
- Provide information about other services and community resources that may be available, including mental health services.
- Make referrals to mental health and substance abuse services as appropriate.
- NOTE: ADRCs do not perform the mental health screen or determine eligibility for mental health programs.



-ADRC REPRESENTATIVES -

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

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

I can expect The Student to:

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

I can expect the Parents/Guardians to:

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

I can expect Teachers or School Team Members to:

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

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

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

I can expect Long Term Care and Mental Health Professionals to:

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

For additional information about FC/IRIS, consult the Technical Assistance Guide for Adults Seeking Integrated Employment at <http://www.dhs.wisconsin.gov/lcicare/programops/prevoc/integratedemploy.pdf>