



DPI/DVR Interagency Agreement Memorandum of Understanding (MOU)

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- Mary Skadahl, WI Statewide Parent Educator Initiative
- John Triphan, WI Statewide Transition Initiative



What's new with the MOU

- Transition Process model (not linear)
- Question and answer section
- When a DVR counselor needs to be involved with the school
- DVR counselors role in technical assistance
- Statewide CESA training
 - identify effective practices and added questions
- Never been done in this way



Train the trainers approach

- Not just sharing information
- Applying the Transition Process Model to real work
- Building capacity of our state
- Create relationships and collaboration
- Deliver meaningful training with partners



Who's involved with the MOU

- Who is represented in the training & the process model
 - Schools, CESA Transition coordinators from the 12 CESAs
 - DVR reps from the 11 Workforce development areas
 - Parent Liaisons from the state parent project
 - FACETS assisted in how to outreach parents



Statement of Need

- Clarify DPI/DVR relationship
- Establish a common understanding regarding DPI/DVR:
 - Services
 - Roles
 - Policies
 - Procedures



Purpose & Goals

- The *purpose* of this DPI/DVR Interagency Agreement is to fulfill the interagency agreement mandates found in the Individuals with Disabilities Act of '97 and the Rehabilitation Act.
- And now the new "Individuals with Disabilities Educational Improvement Act of 2004"



New Law

- The new “Individuals with Disabilities Educational Improvement Act of 2004”, will impact changes in the DPI DVR joint agreement.
- This presentation will not include updated language until regulations are finalized



Scope & Authority

- This agreement is only binding on DPI to the extent that it provides educational services to students with disabilities in compliance with IDEA, and, on the Division of Vocational Rehabilitation (DVR) insofar as it provides vocational services to eligible persons with disabilities who are not on a waiting list under the Rehabilitation Act.



Transition In Wisconsin

What is Transition?

- Transition is defined by IDEA and the Rehabilitation Act as a “coordinated set of activities for a student designed within an **outcome-oriented process** that promotes movement from school to post-school activities, including post-secondary education, vocational training, **integrated employment (including supported employment)**, continuing and adult education, adult services, independent living, or community participation.

Transition In Wisconsin

What is Transition? [Continued]

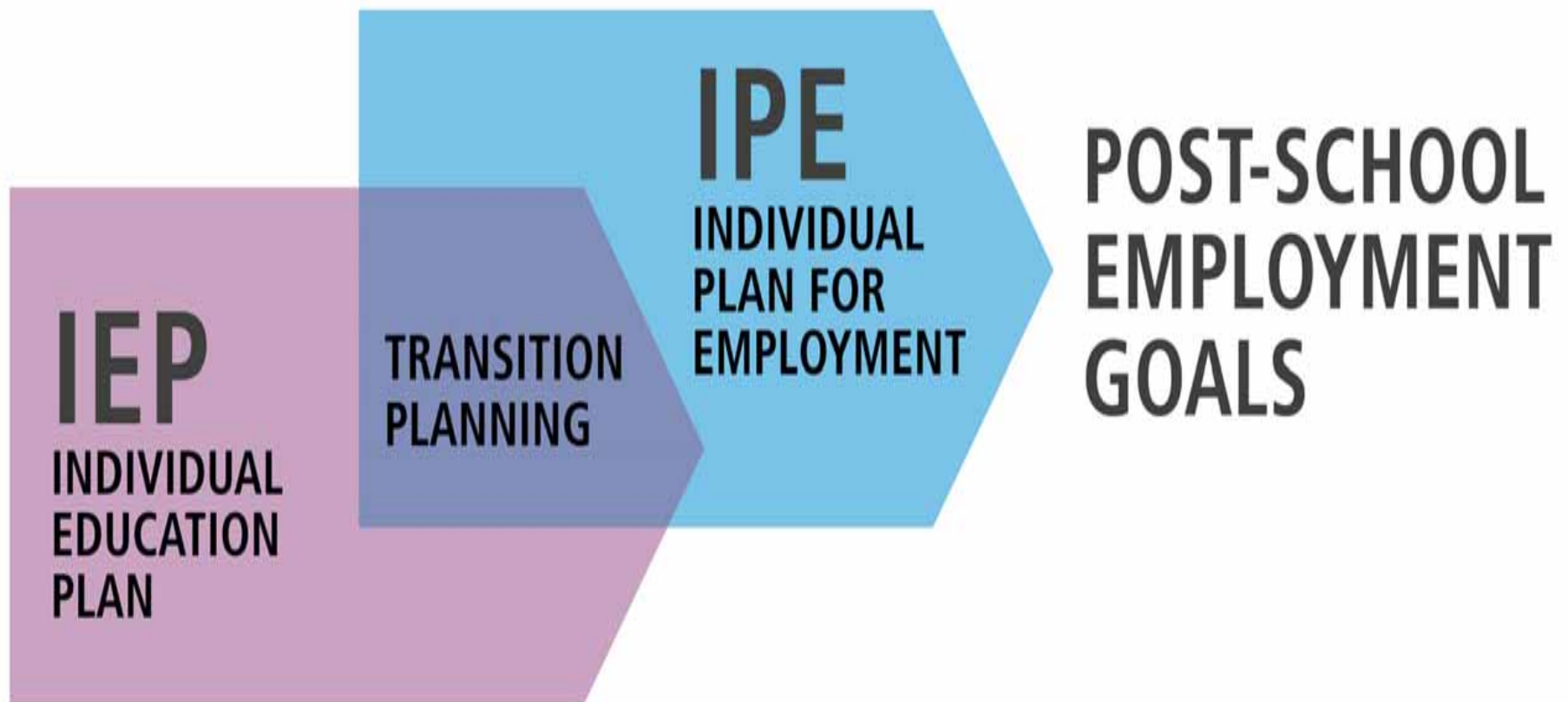
- The coordinated set of activities must be based upon the individual student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of ***employment*** and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.”

Transition In Wisconsin

What is Transition? [Continued]

- The Rehabilitation Act further states that transition services must promote or facilitate the achievement of the *employment* outcome identified in the student's individualized plan for *employment*.

Some students will have
both....



Transition In Wisconsin

Statewide DPI/DVR Commitments

- Wisconsin DPI has committed to the following eight provisions within the agreement:



Transition In Wisconsin

Statewide DVR Commitment

- Wisconsin DVR has committed to the following seven provisions within the agreement:



About Payment Responsibility

- The following discussion seeks to provide a mechanism to identify which agency (the school district or the Division of Vocational Rehabilitation) has the primary responsibility to provide funding for needed transition services.



About Payment Responsibility

- Nothing in IDEA absolves the school district of the responsibility to provide a free and appropriate education (FAPE).
- Nothing in the Rehabilitation Act absolves DVR of the responsibility to provide or pay for rehabilitation services that the agency would otherwise provide to students with disabilities.



About Payment Responsibility

- DVR will seek to obtain third part funding whenever it is available before committing fund from their own budgets.
- Seeking comparable benefits is a mandate found in the Rehabilitation Act.



About Payment Responsibility

- Neither IDEA nor the Rehabilitation Act allows costs to be shifted from school district to DVR or from DVR to the school district.
- When there is overlap of educational and rehabilitation goals and services, a cost sharing arrangement may be negotiated between DVR and the school district.
 - Arrangement may be outlined in county interagency agreements
 - School district personnel and DVR counselors must be consulted.



About Payment Responsibility

- General Guidelines from Interagency Agreement
 - Can help to understand how decisions can be made.
 - Should not be understood to be absolutes.
 - Individual situations are different from student to student.



About Payment Responsibility

- **General Guidelines:**
 - **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 are to be resolved utilizing the process outlined in Appendix 10).



Commonly Asked Questions

- Read Pages 10-12
- Are there any questions about the “commonly asked questions”?



Transition Process Model

- Identification of Post School employment Goal
- Gathering Information About DVR
- Referral to DVR
- Developing Transition Plans for Joint IDEA and DVR Students
- Coordinating Between the Two Plans
- Implementation, Review, & Changes

Transition Process Model

Gathering Information about DVR

- What to Expect From the School
 - The school district will provide students with opportunities to learn about DVR.
 - The school district will invite the DVR liaison to make a presentation to students and parents regarding DVR services.

Transition Process Model

Gathering Information about DVR

- What to Expect From DVR
 - DVR will provide outreach to students which will minimally include:
 - Purpose of Vocational Rehabilitation Program
 - Eligibility Requirements
 - Application Procedures
 - Scope of Services Available to Eligible Students

Transition Process Model

Gathering Information about DVR

- What the Student & Parent Should Do
 - Contact DVR counselor or school district special education teacher and ask whether a referral or contact to DVR would be appropriate.
 - www.wsti.org
 - www.dwd.state.wi.us/dvr/tran.htm

Transition Process Model

Referral to DVR

- What to Expect From the School
 - Designate one contact person to work with DVR
 - Make referral to DVR whenever it appears that DVR services will be needed
 - Meet all confidentiality requirements
 - ***Two (2) years prior to student leaving school**
 - Make available diagnostic results to DVR
 - Include post-school employment goal when available

Transition Process Model

Referral to DVR

- What to Expect From DVR
 - DVR is required to respond to ALL referrals for services.
 - DVR will mail an application and information to each student or guardian upon request.
 - The process will begin with an appointment with the DVR counselor.

Transition Process Model

Referral to DVR

- What the Student & Parent Should Do
 - If the student is within two years of leaving school and a referral has not been made to DVR:
 - Contact the special education teacher.
 - Student may self refer.
 - The parent/guardian may contact DVR directly.

Transition Process Model

Identification of the Post-school Employment Goal

- What to Expect From the School
 - Formally invite student [beginning at age 14] and parent to IEP meeting
 - Work with student to identify needs, preferences, and interests
 - Work with student to identify post-school goals [including employment goals]

Transition Process Model

Identification of the Post-school Employment Goal

- What to Expect From DVR
 - Upon invitation, DVR may provide technical assistance to assist the school district in identifying the student's post-school employment goal.

Transition Process Model

Identification of the Post-school Employment Goal

- What the Student & Parent Should Do
 - Identify post-school goals to include employment goal
 - Make sure post-school goals are identified in the IEP
 - Make sure the IEP directs the student towards the post-school goals

Transition Process Model

Developing Transition Plans for Joint IDEA and

Rehabilitation Act Students

- What to Expect From the School
 - The school district should invite the DVR counselor to every IEP meeting for DVR eligible students.
 - Discuss post-school employment goal.
 - Related services (if needed) will be identified.
 - If appropriate, coordinate the IEP with the IPE in the IEP meeting.

Transition Process Model

Developing Transition Plans for Joint IDEA and

Rehabilitation Act Students

- What to Expect From DVR
 - The IPE must state an employment goal.
 - Should be the same as the IEP employment goal.
 - IPE must identify services needed to obtain the employment goal.
 - IPE may be written by student or with technical assistance.
 - If the student is on the waiting list, no IPE will be written and DVR will provide technical assistance and consultation.

Transition Process Model

Developing Transition Plans for Joint IDEA and

Rehabilitation Act Students

- What the Student & Parent Should Do
 - Obtain a copy of the IEP.
 - Review the post-school employment goal.
 - Review related services (if needed).
 - Obtain a copy of the IPE.
 - Compare the post-school employment goal with IEP.
 - Compare services with IEP related services.
 - Note discrepancies between IEP & IPE.

Transition Process Model

Coordinating Between the IPE and the IEP

- What to Expect From the School
 - The school will case manage the Statement of Needed Transition Services.
 - Schedule IEP meetings.
 - Arrange for services and funding.
 - Monitor progress.
 - For DVR eligible students, communicate progress to DVR.

Transition Process Model

Coordinating Between the IPE and the IEP

- What to Expect From DVR
 - For IDEA and Rehabilitation Act eligible students:
 - DVR will be an active participant in the IEP planning process.
 - DVR will provide services as stated in the IPE.
 - For students who are not IDEA eligible:
 - DVR will provide leadership for case managing the IPE.

Transition Process Model

Coordinating Between the IPE and the IEP

- What the Student & Parent Should Do
 - Take responsibility for one's own IEP and IPE.
 - Gain self-advocacy and self-determination skills.
 - Learn what is supposed to happen and when.
 - Ask questions.

Transition Process Model

Implementation, Review, and Changes

- What to Expect From the School
 - Review each IEP annually.
 - Share changes with DVR, student and parents.

Transition Process Model

Implementation, Review, and Changes

- What to Expect From DVR
 - Review each IPE annually.
 - Share changes with the school district, student and parents.

Transition Process Model

Implementation, Review, and Changes

- What the Student & Parent Should Do
 - Review post-school employment goal.
 - Note any changes.
 - Note changes in services if employment goal changed.
 - Determine how progress is being measured.
 - Evaluate if adequate progress is being made toward the post-school goal.
 - Identify any unanticipated issues.