

Transition Model of Interagency Collaboration

A New Day; A New Way

Coordinating transition services
with & for students with disabilities



Presenters

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Presentation Outline

- New Agreement in Brief
- Roles and Responsibility –
- Effective practice & Resource
- Questions

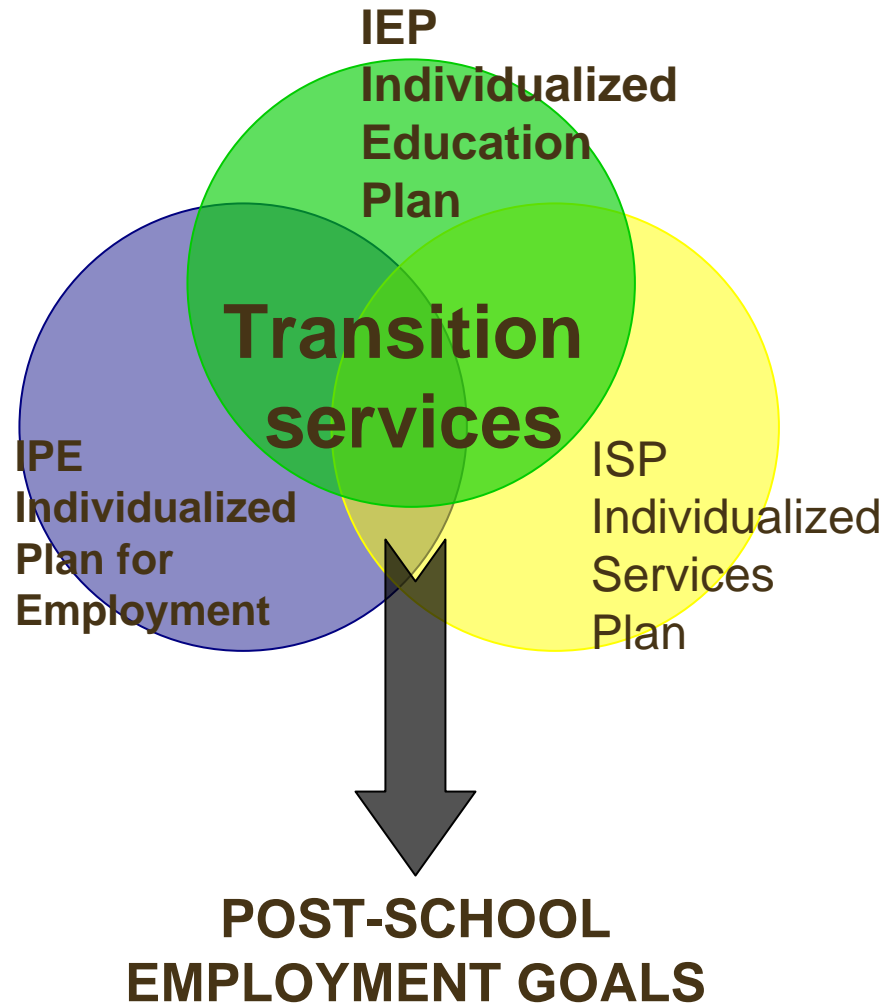


The New Agreement

**Support & commitment
to create seamless and
transparent system**



Our New Chapter



Vision of employment Common purpose



Exit Status for Students with Disabilities

Year	Total Exiters	Regular Diploma	HSED	Certificate	Max Age	Dropped Out
2006-07	7,972	6,233	124	55	82	1,478
2005-06	7,857	6,380	115	99	76	1,187
2004-05	7,044	5,692	105	68	67	1,112

Students with Disabilities, Grades 9-12

Data Source: ISES



The New Agreement will benefit:

- Students w/disabilities transitioning from High School
- Parents of students w/disabilities
- Agency Representatives
- DVR counselors
- Social Workers/ Case managers
- ADRC information & assistance specialists
- Educators and others



Destination, Shared Work & Improved results

Data,map, (where you are and where to go)
TAC'svehicles to destination
TAG.....operating manual (how to)
Team membersenergy/enthusiasm,
(gas)

Communication/collaboration

sharing data & work

how to operate the vehicle,

how /when to read/use manual

know who is driving, how fast to go, etc.

New Transition Action Guide

In support of *transitioning students*



Transition Action Guide

- **Introductions/Preface**
- **Process Model**

- **Roles and Responsibilities**
- **Youth Leadership**

- **Successful Practices**
- **Commonly Asked Questions**

- **Appendices/Glossary**



DPI Roles and Responsibilities

- IDEA & Indicators 1, 2, 13, 14,
- State and National Community
- WSTI, County-based Advisory Councils
- Quality IEPs (youth leadership/self directed) & effective transition planning
- Commonly asked questions



Schools – Main Contributions

Help Student's & Team prepare for the IEP Meeting (14 +)

Help Student Identify post school goals, for the IEP Meeting (14+)

Assist students to work towards goals, connect with appropriate adult service agencies to access services, supports, & benefits



DVR Roles and Responsibilities

- What's expected of representatives of DVR in the transition process?
- At least two years prior to graduation or earlier, if appropriate.....



DVR – Main Contributions

Prepare for the IEP Meeting

Participate in the Student's IEP Meeting

Help the student achieve his/her goals



ADRCs - Roles and Responsibilities

- Outreach
- Information & Assistance
- Options Counseling
- Benefits Counseling
- Eligibility Determination
- Enrollment (as necessary/requested)

ADRCs – Main Contributions

Help Student's Team prepare for the IEP Meeting (14 +)

Participate in the IEP Meeting (17 yrs 9mos +)

Assist students/families to access services, supports, & benefits (18+)



Next steps

- TAG implementation
- Regional Meetings
- TAC's &
- START
- WSTI
- Communities of practice in Transition
- Youth leadership
- Data, effective practices



What are we learning?

- Shared Principles and Values
- Process Model - defining roles
- TAG - helped us work together
- Flexibility - critical to collaboration
- Importance of Local Practice
- Building Relationships



Activity: discuss with your neighbors

- Review, the role as a Teacher or School Team Member what you are expected to:
 - Discuss if there are issues of concern, and/or needed additions;
- Discuss what you can expect from ADRCs, County Case Managers etc and DVR;
- Discuss what you can expect from Students and Parents/Guardians;.



Effective practices & resources

- Deliberate practices
- Resources

- Strategies
- Supports

- Conferences workshops
- Web sites



DPI & education contacts

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Partner websites

- <http://www.dpi.wi.gov/sped/spp-transition.html>
- <http://www.dpi.wi.gov/sped/transition.html>
- <http://dwd.wisconsin.gov/dvr/tran.htm>
- <http://dhfs.wisconsin.gov/LTCare/Generalinfo/RCs.htm>
- www.wisti.org
- www.posthighsurvey.org



How will this agreement
help you in your work
tomorrow?

Questions

