

TRANSITION PROCESS

Identify Student's Interests and Create a Vision for the Future

Choose a Path Based on Student's Interests, Abilities and Vision

- Supported Employment
- Self Employment*
- Partners with Business*
- Post Secondary Education*

* Typically determined 2 years prior to graduation

Transition Team Members and Roles

- Student
- Parents/ Guardians
- School Case Manager
- Systems Coordinator
- DVR Counselor
- Employer
- Other Resource People

Utilize Resources and Make Referrals

Transition to Adult Long Term Support

Key Points

- ❑ To receive Dane County supports and funding as an adult, the individual must have
 - Paid Work/ A Job
 - Medical Assistance (MA)
- ❑ Student Support must be documented and confirmed before the end of the school year

Typical Roles: Transition Team Members/ Advocates

PARENTS/GUARDIANS

- Job Development
- Team Communication
- Develop Goals
- Support Work & Social Skills
- Logistical Support (clothes/grooming)
- Emotional Support
- Share CIP info
- Convey Support Needs
- Guardianship/ Rep Payee
- Fill out Applications
- Transportation
- Attend Meetings

OTHER RESOURCES

- Family and Friends
- Community Members
- Therapist/ Psychiatrist
- OT/PT/Speech & Language, Autism Specialist
- Behavioral Specialist

SCHOOL CASE MANAGER

- Facilitate/Schedule Meetings
- Job Development
- Team Communication
- Case Management
- Develop Goals
- Teach Work, Transportation & Social Skills
- Develop & Implement Work Tools
- Share CIP info
- Access School Services
- Fill out Applications
- Transportation
- Document Support Needs
- Attend Meetings

SYSTEMS COORDINATOR (PCS/UCP/FSRC)

- Facilitate/Schedule Meetings
- Team Communication
- Coordinate Services
- Collect CIP Info & Complete Application
- Help Access Services
- Help with Applications
- Convey/Interpret Policies
- Negotiate with County
- Determine Support Needs based on Information from Team

DVR COUNSELOR

- Vocational Counseling
- Develop Goals
- Team Communication
- Job Development Ideas
- Attend Meetings
- Short-term Job Coaching
- May provide:
- Work Incentives
- Specialized Vocational Equipment
- Funding for Early Transition

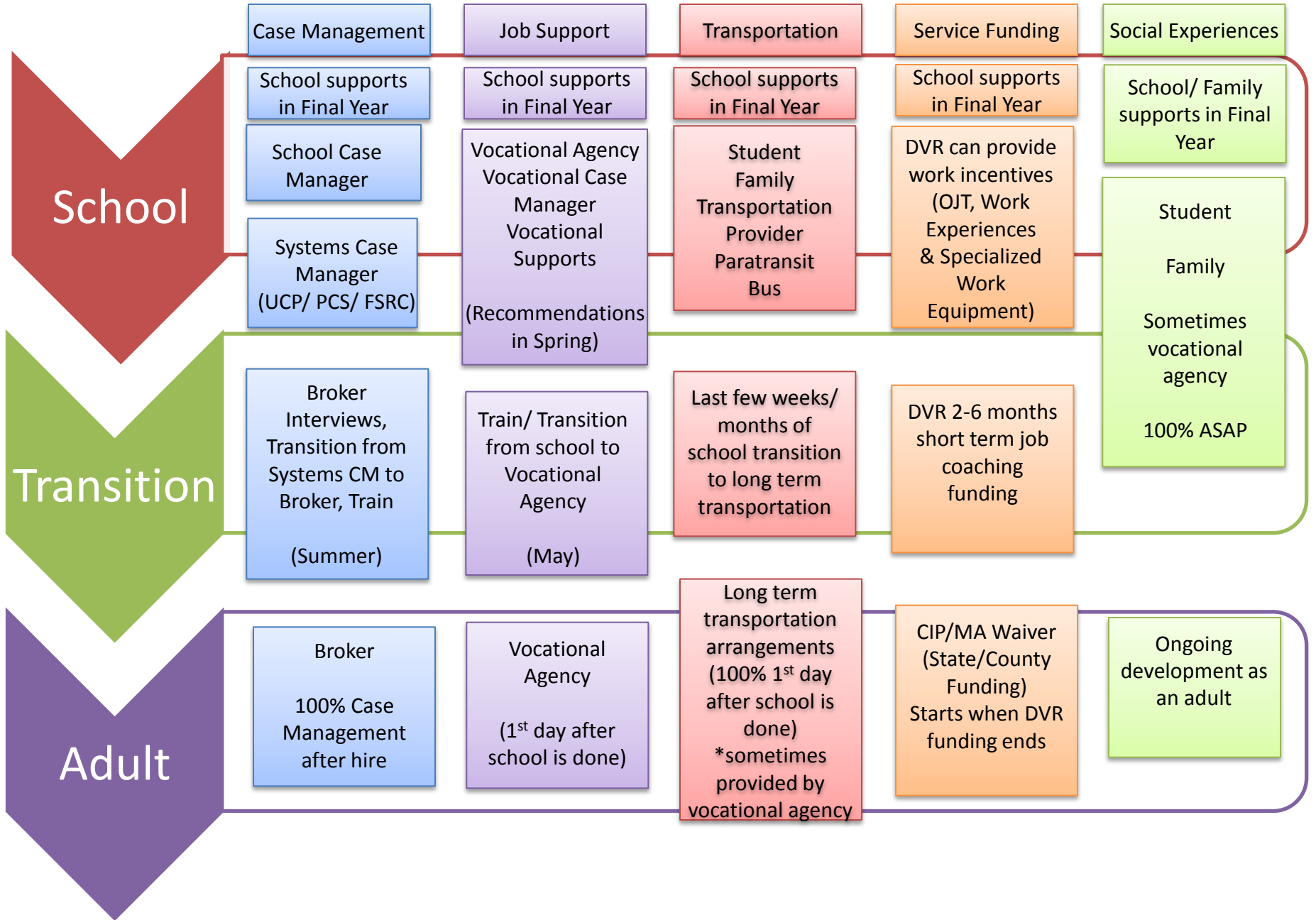
STUDENT

- Self Advocacy
- Team Communication
- Develop Goals
- Job Development
- Learn Work & Social Skills
- Keep Track of Work Stuff
- Transportation
- Work Towards Independence
- Attend Meetings

EMPLOYER(S)

- Understand Student's Needs
- Conveys Work Expectations to Student
- Team Communication
- Convey Support Needs to Team
- Reasonable Accommodations
- Support Student
- Attend (some) Meetings

Systems Flow Chart



Transition Timeline

- Orientation to Dane County Transition Process
- Meet with student, family and team
- Information gathering
- Job Development
- Confirm DVR Status
- Confirm Student's Financial Eligibility

Sept/Oct

Nov/Dec

- Ongoing Meetings
- Job Development or Working to increase Independence
- CIP Assessment and Information Collection

- Ongoing Meetings
- Job Development or Working to Increase Independence
- Consider Social and Recreational Opportunities
- Extended School Year (ESY) Considerations & Scheduling of IEP if Needed
- Employment Support Options
- Receive Vocational Agency Recommendations

Jan/Feb

May/June

- On-going Meetings (transition schedule)
- Job Development and Working to Increase Independence
- Team meeting with Vocational Agency
- Discuss Transportation
- Discuss exceptional needs (e.g. personal care at work)
- Discuss DVR related Transition Services

Mar/Apr

- Ongoing Meetings (transition schedule)
- Finalize ESY Plans
- Implement final Schedule & Transportation Arrangements
- Systems Coordinator Submits CIP Paperwork if Employed
- Dane County Determines Grad Vocational Rate
- SSI Wage Reporting
- Job Coaching & Transportation Transitions by Last Day of School

- Transition to Long-Term Support Brokers
- Parents/ Guardians Receive CIP Approval Letter in the Mail
- Student/Family Monthly Update to DVR
- SSI Wage Reporting by Student and Family

June/July/Aug