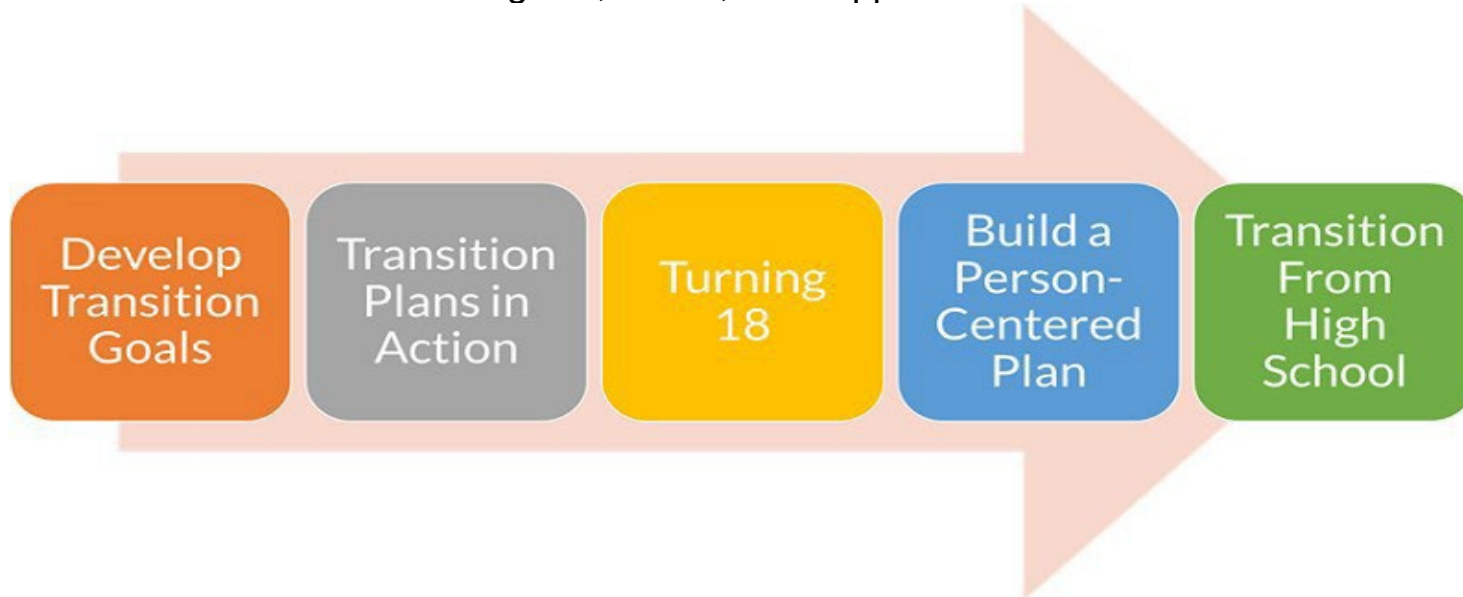


Transition Process and Responsibilities

The Departments of Public Instruction (DPI), Workforce Development's Division of Vocational Rehabilitation (DWD-DVR), and Health Services (DHS) Long Term Care (LTC) and Division of Care and Treatment Services (DCTS) have jointly developed the following Transition Process. This process identifies the general path an individual with a disability will take from childhood to life after high school. A critical part of this process is collaboration between students, parents/legal supporters, teachers, and outside agency representatives. The transition process begins when a student turns 14 years old, however planning for this process begins early in childhood. It is important that students can explore their potential as early as possible with the support of their family and network of supports. The transition process identifies key points in a student's transition. It is important to remember each transition is individualized to the student's goals, needs, and supports.



Transition Plans in Action (Ages 14-21)

- Regularly review PTP
- Collaborate with IEP team, teachers, outside agencies such as DVR and/or county based mental health services
- Career exploration, discovery, and work experiences in community environments

Turning 18

- Understand legal rights
- Make a plan for a legal support(s) if needed
- Consider applying for SSI
- Consider applying for Long Term Care at the county ADRC (age 17.5)
- Revisit transition plan for learning and outside agency supports beyond age 18

Build a Person-Centered Plan for Life After High School (Beyond age 18)

- Braid services between school and outside support agencies to support the transition to adulthood.
- Consistent collaboration between transition team members.

Transition from High School

- Post-secondary Education and or Career Focused Training
- Competitive Integrated Employment
- Independent Living
- Adult long term supports when eligible
- Initiation or continuation of county based mental health services when appropriate

Develop Transition Goals

- Explore my future goals for education/training, employment, and independent living
- Write my first Postsecondary Transition Plan (PTP) at age 14 by referencing my Academic and

Career Plan (ACP)

- Align coursework, pre-employment transition services (Pre-ETS), and supports