

EAU CLAIRE AREA SCHOOL DISTRICT

Transition Guide

{ Students 14+
with disabilities }

SUPPLEMENT TO
FAMILY RESOURCE GUIDE



ECASD SPECIAL EDUCATION
PARENT/FAMILY RESOURCES



Our goal, at the Eau Claire Area School District (ECASD), is to provide support for students with disabilities (ages 14-21) and their families with education, resources, technical assistance and community connections. Transition planning is unique to each student based on their post high school goals.

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INTRODUCTION

Welcome to the Eau Claire Area School District Transition Resource Guide. This guide was developed to provide a “one-stop” resource for students and families planning for adulthood. The ECASD employs two full time Transition Coordinators who support students with disabilities ages 14-21 with an Individualized Education Program (IEP) and their families through the transition process. The Transition Coordinators are located at each high school. The ECASD employs a Special Education Family Services Facilitator as a support and resource for families.

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GLOSSARY: TRANSITION TERMS & ACRONYMS

ADA	The Americans with Disabilities Act – the “equal opportunity” law for people with disabilities
ADAAA	Americans with Disabilities Act Amendment Act (page 19)
ADRC	Aging Disability and Resource Center (page 14)
CCR IEP	College and Career Ready IEP (page 4)
DVR	Division of Vocational Rehabilitation (page 21)
Family Care	Wisconsin's long term care program for it's frail elders and adults with disabilities (Requires Medicaid eligibility) (page 14)
Functional Screen	Method to collect information about an individual's functional status, health, and need from assistance from various programs that serve the frail elderly and people with intellectual/developmental or physical disabilities (page 14)
ICA	IRIS Consultant Agency – provides consultative services for IRIS participants (page 14)
IEP	Individualized Education Program (School Terminology) (page 4)
IPE	Individualized Plan for Employment (DVR Terminology) (page 22)
IRIS	Include, Respect, I Self-Direct – Wisconsin's self-directed Long term care program for it's frail elders and adults with disabilities. (Requires Medicaid eligibility) (page 14)
LEA	A Local Education Agency representative or LEA – this is usually a school district professional who has the authority to say what the school can provide to your child. This person might be a Principal, a school psychologist or a special education coordinator.
MCO	Managed Care Organization – provides long term care services under Family Care (page 14)
Pre-ETS	Pre-Employment Transition Services (page 3)
PTP	Post Secondary Transition Plan (page 4)
SDM	Supported Decision Making (page 16)
TIG or WITIG	Wisconsin Transition Improvement Grant
WIOA	Workforce Innovation and Opportunity Act. In July 2014 it was signed into Federal Law to replace the portion of the Rehabilitation Act formerly called the Workforce Investment Act (WIA) (pages 4, 21)

TRANSITION BEGINS AT AGE 14

Simply put, transition is helping students with disabilities and their families think about life after high school. This includes identifying long-range goals that will help design the students high school experience and ensure the student gains the skills and connections needed to achieve the goals.

<https://dpi.wi.gov/sped/topics/transition>



What the Law Says	What the Law Means	What Needs to be Done	What Families Need to Know or Do
<p>Beginning not later than in the first Individualized Education Program (IEP) that will be in effect when the child is 14, and updated annually thereafter, a statement of appropriate, measurable Post Secondary goals for the child based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.</p> <p>Beginning not later than in the first Individualized Education Program that will be in effect when the child is 14, and updated annually thereafter, a description of the transition services, including courses of study, needed to assist the child in reaching the goals under subd. 1. 115.787(2)(g).</p>	<p>Transition planning begins no later than the IEP that will be in place when the child turns 14. Transition planning is part of the IEP every year after that. The IEP team writes measurable goals for after high school. The goals are based on age appropriate assessments of the child's needs for training, education, employment, and independent living skills.</p> <p>No later than age 14, the IEP describes transition services the child will need to reach the after high school goals. Transition planning is part of the IEP every year until the child is out of school.</p>	<p>Transition planning must include the child's strengths, preferences and interests. The school invites the pupil to participate in the meeting. If the pupil does not come, the IEP team still must consider the child's strengths, preferences, and interests.</p> <p>The IEP team writes measurable Post Secondary goals. The pupil's course of study, coordinated set of activities, and annual IEP goals should lead to the pupil's measurable Post Secondary goals.</p> <p>The IEP team decides which classes and other activities will help the pupil reach the goals s/he would like to achieve after high school. Transition services may include instruction, related services, community experiences, the development of employment and other post-school living objectives, acquiring daily living skills, and functional vocational evaluation.</p>	<p>Transition is about preparing for life as an adult. Parents and their child are very important in transition planning. Parents, as well as their child, can contribute information to transition assessments. Parents should talk with their child about their strengths, preferences, and interests. Parents and youth can help the rest of the IEP team identify measurable goals that the pupil would like to achieve after high school.</p> <p>Parents can encourage their child to come to the IEP team meeting and tell the rest of the IEP team what the child wants for life beyond high school, so classes and services can be selected.</p>



Adapted from *Special Education in Plain Language* and URL

<https://www.wsems.us/special-education-in-plain-language/the-iep-process/?highlight=special%20education%20in%20plain%20language>



WHAT IS TRANSITION PLANNING?

Transition planning is the process of helping students with Individualized Education Programs (IEPs) and their families think about life after high school; and to identify long-range goals designing their high school experience. The process ensures that students gain the skills and connections they need to achieve their goals. The transition process includes detailed planning for the students

future and all members of the IEP team should understand each step. Planning for the future is an investment in a student's Post Secondary success and the student should be at the center of the planning process. This process is documented through the use of assessments and the online Post Secondary Transition Plan (PTP) and is a legal part of the IEP component.

COLLEGE AND CAREER READY (CCR) INDIVIDUALIZED EDUCATION PROGRAM (IEP)



CCR IEP 5-Step Process

- ◆ CCR-IEPs are for all public school students ages 3 through 21 eligible under IDEA.
- ◆ An Individualized Education Program is developed to meet the students unique disability-related needs and to help ensure the student graduates ready for further education, work, and/or living in the community.
- ◆ In combination with IDEA, an emphasis on CCR IEPs result in better outcomes for youth with disabilities and consists of a 5 step process that is ongoing.

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/learning-resources/5-step-process>



Student Rubric for IEP Participation

<https://imdetermined.org/resource/iep-participation-student-rubric/>



POST SECONDARY TRANSITION PLAN (PTP)

What is the PTP?

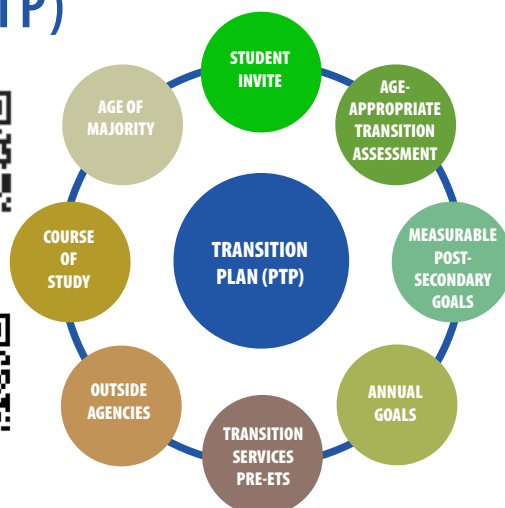
The Post Secondary Transition Plan (PTP) is a required part of the Individualized Education Program (IEP) starting at age 14 and focuses on transition to employment, education and independent living. A PTP is written with the IEP team, which includes the student. The PTP is a plan for how the student will make progress towards their Post Secondary goals.

<https://www.youtube.com/watch?v=CsKOaOVEYjs>

I'm Determined

Identify a student's self-advocacy skills relating to their CCR IEP.

<https://imdetermined.org/resource/transition-guide-self-determination/>



A Parent's Guide to the Post Secondary Transition Plan (PTP)

https://witig.org/wp-content/uploads/2020/02/parent-youth-ptp-guide_1567611689-1.pdf



WiTransition PTP app

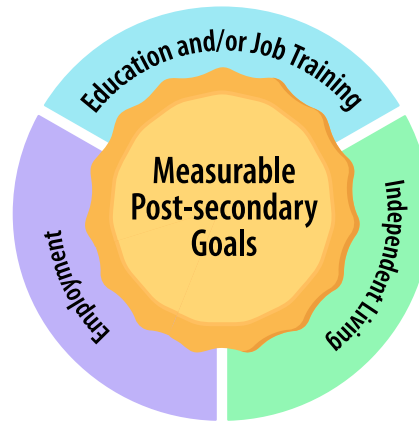
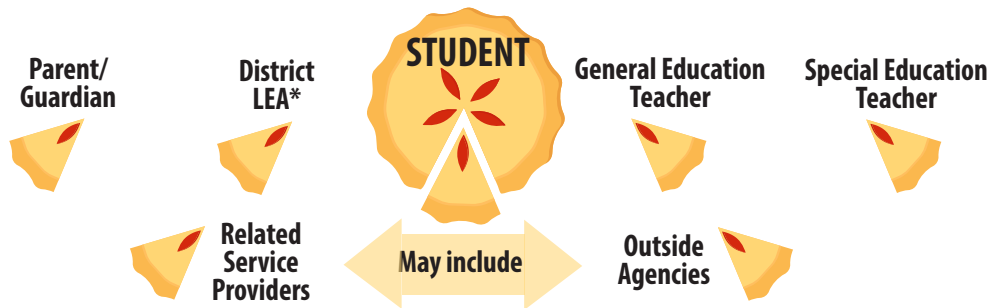
Designed to help Wisconsin students and family members participate in the transition planning process.

<https://witig.org/self-advocacy-tools/witransition-app/>



INGREDIENTS FOR SUCCESSFUL IEP TRANSITION PLANNING

IEP Invitation (Must Include)



**LEA – A Local Education Agency representative or LEA is usually a school district professional who has the authority to say what the school can provide to your child. This person might be a principal, a school psychologist or a special education coordinator.*

Age-appropriate Transition Assessment

Preferences / Interests / Needs / Strengths of Student

Post Secondary Transition Plan (PTP)

Wisconsin state law requires transition plans to be part of the Individualized Education Program (IEP) for all students with disabilities aged 14 and above. The Post Secondary Transition Plan (PTP) is used to help prepare students for life after high school.

According to the National Predictors of Post School Success, students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment.
(Rabren et al., 2002)

Transition and Pre-Employment Transition Services (WIOA**)

1. Job exploration counseling services
2. Work-based learning experiences
3. and higher education-related services
4. Social and independent living skills services for home
5. Social and independent living skills services for community
6. Instruction in self-advocacy

** WIOA = Workforce Innovation and Opportunity Act

Family Engagement During Transition Benefits Students by Supporting Them to:

- ◆ Maintain a high quality of life
- ◆ Obtain and keep meaningful employment and enjoy job satisfaction
- ◆ Seize opportunities to make choices and self-direct their own lives
- ◆ Focus on independent living skills

(Let's Get to Work, BPDD)

Develop Annual IEP Goal

17
Rights WILL
Transfer

Age of Majority

18
Rights HAVE
Transferred

Supported Decision-Making/Guardianship

Summary of Performance (SoP)

Deciding what to do after high school can be overwhelming!

Eau Claire Area School District – Middle School and High School Academic and Career Planning Guide



Let's start at the beginning....

Where do you see yourself after high school?

EMPLOYMENT

The job/career I would like to have is...
(What am I interested in?)

EDUCATION

Do I need specific training or a certificate/degree
for the job/career I'd like to pursue?

☐ Yes ☐ No

If yes, what education/training will I need?

TRANSPORTATION

How will I get around?

(Examples: My own vehicle, public transportation, walk,
ride bicycle, catch rides with family/friends, etc.)

COMMUNITY

What do I see myself doing?

(Examples: volunteering, recreation activities, going to church,
join a club/organization, shopping, dating/relationship)

INDEPENDENT LIVING

Where do I see myself living?

(Examples: At home with my parents/family? Living with a roommate?
Living In an apartment, owning my own home?)

Do I know what I need to do to reach this goal?

(Examples: Paying bills, banking/budgeting, renting/leasing housing, etc.)

How will I take care of myself?

(Examples: Going to the doctor, cooking, cleaning, groceries, etc.)

Transition Services/Pre-Employment Services (Pre-ETS) Outlined in the Post Secondary Transition Plan (PTP)

There are 6 basic components to the Transition Services/Pre-ETS as outlined by WIOA law. Below you will find more information for each of the components.

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

Job Exploration Counseling Services

Support for the student to learn about a variety of career options to make informed choices about current and future employment.

1

Work-Based Learning Experiences

Provide opportunities for the student to gain hands-on experience to identify strengths and interests, and develop skills for employment.

2

Post Secondary and Higher Education Related Services

Assist the student to achieve academic goals during high school and explore various types of college and job training programs.

3

Work Readiness HOME

Social and Independent Living Skills Services for Home – Support the student to build skills for increased independence at home.

4

Work Readiness COMMUNITY

Social and Independent Living Skills Services for Community – Support the student to build skills for increased independence in the community.

5

Instruction in Self-Advocacy

Provide information, guidance, and experiences for the student to gain self-knowledge and skills to appropriately express needs and opinions.

6

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

CATEGORY

1

Job Exploration Counseling Services

Learn about a variety of career options to make informed choices about current and future employment.

1. Explore career interests (Academic Career Planning (ACP))
2. Determine skills and strengths related to work
3. Take Career and Technical Education (CTE) classes
4. Gather information about colleges and/or job training programs
5. Learn about the Division of Vocational Rehabilitation (DVR)
6. Complete Division of Vocational Rehabilitation (DVR) application
7. Learn how to complete resume, job applications, cover letters (can include visual resume)
8. Learn interviewing skills
9. Seek out career fair opportunities and attend
10. Learn about adult services and the Aging and Disability Resource Center (ADRC)
11. Apply for adult services through the Aging and Disability Resource Center (ADRC)
12. Learn about and connect with employment support agencies
13. Access work incentive benefits counseling
14. Learn about disability disclosure and employment rights
15. Learn about Section 504 of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA), and Americans with Disabilities Act (ADA)
16. Learn and practice soft skills (e.g. – hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)
17. Tour local businesses
18. Participate in informational interviews and job shadows
19. Learn about apprenticeships through the Department of Workforce Development
20. Earn youth apprenticeship certifications
21. Earn the DPI employability skills certificate (<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf>)
22. If interested in a military career, take the Armed Services Vocational Aptitude Battery (ASVAB)

Adapted from Transition Services outlined in PTP from witig.org. 7/2020

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

CATEGORY

2

Work-Based Learning Experiences

Gain hands-on experience to identify strengths and interests and develop skills for employment.

1. Get involved in jobs at school (school store, library, office, cafeteria, coffee shop)
2. Learn about disability disclosure – how to discuss your disability with a boss
3. Volunteer in the community
4. Gather information needed for a job (social security card, address, birth certificate, state ID or driver's license, and work permit if under 16)
5. Work a summer job (job development training, customized employment, etc.)
6. Apply for an internship/youth apprenticeship (school year or summer)
7. Look at gaining job/work experience during the school year
8. Learn skills to complete job tasks independently or with support
9. Explore what assistive technology might help you while you work
10. Learn about money management (how to read a paycheck, taxes and deductions from a paycheck, direct deposit, budgeting)
11. Learn about job success – what makes a good employee and bad employee
12. Learn about differences in workplace environments

NOTES

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

CATEGORY

3

and Higher Education Related Services

Assist the student to achieve academic goals during high school and explore various types of college and job training programs.

1. Review and discuss academic skills, strengths, and accommodations needed in college
2. Review Section 504 of the Rehabilitation Act and Americans with Disability Act to prepare for college
3. Talk about college and job training options with your IEP Team
4. Plan which high school classes will help you reach your Post Secondary goals (Work with your school team to plan Course of Study)
5. Explore what assistive technology might be helpful for school
6. Assist student with academic needs through resource room, homework help, tutoring, mentoring
7. Take college level courses in high school and receive college credit
8. Plan one or more college tours independently or with a high school group
9. Complete evaluations needed for a college application and accommodations
10. Apply for accommodations for the college entrance exams
11. Practice taking the college entrance exams (ACT, Compass)
12. Review results of college entrance exam(s) and create plan based on results
13. Discuss college entrance requirements and disability services
14. Learn about disability documentation needed for college
15. Apply for financial aid for college
16. Consider auditing courses at UW System and Technical Colleges
17. Explore Adult/Continuing Education and/or Community College Courses

NOTES

Adapted from Transition Services outlined in PTP from witig.org. 7/2020

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

**CATEGORY
4**

Work Readiness Social and Independent Living Skills Services for Home

Build skills for increased independence at home.

1. Create a list of things you do (or could do) at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)
2. Become more independent at home chores (based on assessment)
3. Learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
4. Learn communication skills (phone, e-mail, social media), including safety issues
5. Learn about meal planning, healthy choices, grocery shopping, and storing food safely
6. Learn about sexuality and personal safety
7. Figure out assistive technology needs for home
8. Learn how to make medical appointments
9. Learn about any medications you may be taking
10. Keep a calendar/schedule and manage time
11. Learn money skills including setting up a home budget, opening a bank account, paying bills, filing taxes
12. Explore places to live after graduation
13. Read "What you should know about Wisconsin LAW Booklet" and talk about what changes when you turn 18 years of age
14. Learn and talk about services needed after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)
15. Learn about adult long-term care services and the process to apply for these services

NOTES

Adapted from Transition Services outlined in PTP from witig.org. 7/2020

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

CATEGORY

5

Work Readiness Social and Independent Living Skills Services for Community

Build skills for increased independence in the community.

1. Figure out supports needed to be safe in the community
2. Learn safety skills (street crossing, strangers, emergencies)
3. Learn to use public transportation
4. Talk about and connect with available community resources that match your interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)
5. Explore and participate in community activities (sports, art work, volunteering)
6. Learn about civic duties (Selective Service registration, voting, jury duty)
7. Explore getting a driver's license
8. At age 18 - Get a state ID card

NOTES

Adapted from Transition Services outlined in PTP from witig.org. 7/2020

NOTE

The IEP team will determine services that will be included in the PTP based on a student's individual plan(s), goals, and disability related needs to support college and career readiness.

CATEGORY

6

Instruction in Self-Advocacy

Gain self-knowledge and skills to appropriately express needs and opinions.

1. Learn skills to speak up for her/himself at school, work, and in the community
2. Seek opportunities to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities
3. Learn ways to keep yourself physically healthy
4. Learn ways to keep yourself mentally healthy
5. Learn and practice strategies to stay calm and deal with anger and frustration (self-regulation)
6. Learn how to talk about your disability and tell others about support needs
7. Talk about strengths, challenges, and accommodation needs in school
8. Take a learning styles inventory to identify preferred learning methods
9. Explore opportunities as a means of self-advocacy skill development and practice
10. Explore opportunities to run their own IEP/PTP meetings
11. Review and discuss strengths, challenges, and accommodation needs in community, college, and employment areas

NOTES

Adapted from Transition Services outlined in PTP from witig.org. 7/2020

LONG-TERM CARE

ADRC - Aging & Disability Resource Center



Your local Aging and Disability Resource Center (ADRC) is the first place to go to get accurate, unbiased information on all aspects of life related to aging or living with a disability. The ADRC provides information on a broad range of programs and services;

helps people understand the various long-term care options available to them, helps people apply for programs and benefits, and serves as the access point for publicly funded long-term care. Contact an Options Counselor at ADRC for more information about long term care or to schedule an appointment.

EAU CLAIRE: <https://www.co.eau-claire.wi.us/our-government/departments-and-facilities/departments-directory/aging-disability-resource-center>

CHIPPEWA: <https://www.co.chippewa.wi.us/government/aging-disability-resource-center-adrc>

DUNN: <https://www.co.dunn.wi.us/adrc>

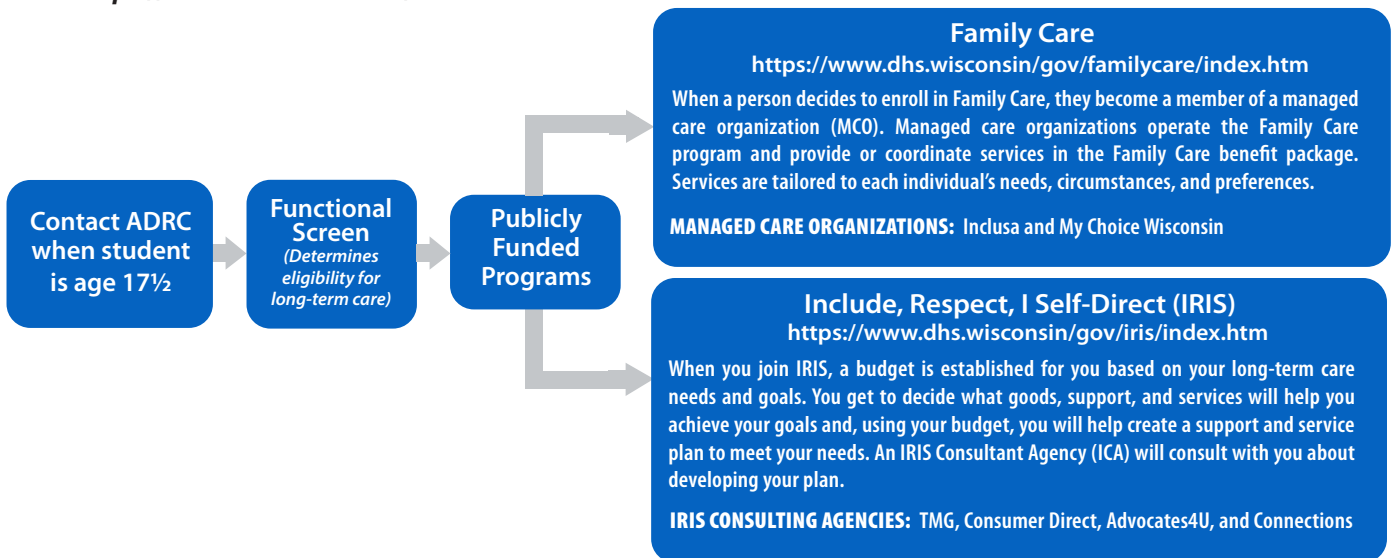
Eau Claire



Chippewa



Dunn



FAMILY CARE



Inlusa
<https://www.inlusa.org>



My Choice Wisconsin
<https://mychoicewi.org>



IRIS CONSULTING AGENCIES



TMG Wisconsin
<http://tmgwisconsin.com>



Consumer Direct Care Network Wisconsin
<https://consumerdirectwi.com>



Connections – Your Vision. Your Path. Your Partner.
<https://www.connections wis.org/home>



Advocates4U
<https://advocates4you.org>



Working with an IRIS Consultant
<https://familyvoiceswi.org/resource-library/working-with-an-iris-consultant/>

Working with a Fiscal Employer Agent
<https://familyvoiceswi.org/resource-library/working-with-a-fiscal-employer-agent/>



RESOURCES ON THE RIGHTS & RESPONSIBILITIES OF TURNING 18, VOTING, AND SELECTIVE SERVICE

When you turn 18, you are able to vote, sign contracts, join the military, and have a bank account on your own. Having some support with making big decisions may be a choice you want to consider.

View the video/powerpoint presentations by Family Voices WI and PACER Center to learn about legal considerations, adult decision making, financial planning, public benefits, health care, K-12 education/ education, community living, long term supports, employment & day services.



What's After High School – A Training From Family Voices WI

Almost everything you need to know about the transition to adult life for youth with disabilities.

<https://familyvoiceswi.org/learn/whats-after-high-school/>



Wisconsin Law Your Legal Rights and Responsibilities: What You Should Know

Know your rights and responsibilities of turning 18 - booklet from the Wisconsin Bar Association.

<https://www.wisbar.org/forPublic/ForEducators/Documents/What-You-Should-Know.pdf>



KNOW HOW TO REGISTER TO VOTE AND FOR SELECTIVE SERVICE



Voting in Wisconsin - A Guide for Citizens with Disabilities

<https://www.disabilityrightswi.org/wp-content/uploads/2018/06/Voting-in-Wisconsin-%E2%80%93-A-Guide-for-Citizens-with-Disabilities-%E2%80%93-2014.pdf>



My Vote Wisconsin

Informative site to register to vote, determine where to vote, what's on the ballot, update voter information, vote absentee and track ballot.

<https://myvote.wi.gov/en-us/>



Transitioning to Life After High School – PACER Center

Do you want to get more education after high school? Do you want to work? Where do you want to live? Do you want to learn to drive, or learn to ride the public buses and trains? Do you want to have people in your life to help you take care of your health or finances? And what do you want to do in your free time? The videos and other resources here will help you with these questions, and they were all made by, with, or for young people with disabilities like yourself.

<https://www.pacer.org/students/transition-to-life/>



Selective Service

Almost all male U.S. citizens and immigrants between the ages of 18 and 25 are required to register with Selective Service. Males born on or after January 1, 1960 are required to register with Selective Service within 30 days of their 18th birthday.

<https://www.sss.gov>



NOTE: School district personnel cannot offer legal advice or representation. For legal questions, please consult with a legal professional.

ADULT DECISION-MAKING

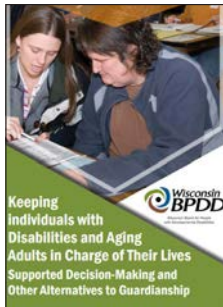
Any person in Wisconsin over the age of 18 is legally an adult and is presumed to be able to manage his or her own finances, choose where to live, consent to medical treatment, vote, sign contracts, marry, and exercise his or her own legal rights as an adult. This presumption does not change because a person has a disability. When a person is unable to do some or all of these, some form of **decision making support** may be needed. It is important that families start this conversation early and learn about the full range of options. The supported decision making process is applicable once the person is 18 or older. It can be a long term or a short term approach to supporting an individual as they learn and develop decision making skills.

SUPPORTED DECISION-MAKING

Supported decision-making empowers individuals with disabilities to make informed decisions about their life that protect their rights and ensure their safety and privacy. It involves family and friends working together to help them make complex decisions. A Supported Decision-Making (SDM) Agreement is a legal tool in Wisconsin that allows a person to formally designate the people they want supporting them when decisions are made. The supported decision-making process is applicable once the person is 18 or older. It can be a long or short-term approach to supporting an individual as they learn and develop decision-making skills.



Supported Decision Making for Transition-Age Youth
https://familyvoiceswi.org/resource-library/supported-decision-making-for-transition-age-youth/?seq_no=2



Supported Decision-Making and Other Alternatives Guidebook
https://wi-bpdd.org/wp-content/uploads/2019/03/SDM_booklet_0119_Linked.pdf



Supported Decision-Making Tool Kit

ENGLISH <https://wi-bpdd.org/wp-content/uploads/2019/12/SDMToolkit.pdf>

SPANISH https://wi-bpdd.org/wp-content/uploads/2020/04/SDMToolkit_Spanish_FullVersion.pdf

HMONG https://wi-bpdd.org/wp-content/uploads/2020/11/SDMToolkit_Hmong_11132020.pdf

ENGLISH



SPANISH



HMONG



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GUARDIANSHIP

Guardianship is a legal process. A guardian for an adult is a person or agency appointed by a court to act for an adult who has been found to have a functional impairment in decision-making or communication that meets the legal standard for a finding of incompetence.

Wisconsin Department of Health Services – Guardianship

Overview of guardianship of adults in Wisconsin who meet the standards for a finding of incompetence.

<https://dhs.wisconsin.gov/publications/Pal/P20460.pdf>

Guardianship Support Center

Information and assistance on issues related to adult guardianships.

<https://gwaar.org/guardianships-resources>

Who can be a guardian?

- ◆ The court can appoint any adult to serve as guardian of either person or estate of the person (restrictions apply). The court can appoint the same person as guardian of both person and estate, or can divide the responsibilities between two people. The court can appoint any two people to act as co-guardians.
- ◆ Certain nonprofit corporations and associations may be appointed by the court, if they have been found by the Department of Health Services (DHS) to meet the DHS rules governing corporate guardians.

County Human Services agencies can offer assistance in understanding guardianship and, in some cases, navigating the process.

NOTE: specific legal advice can only be provided by an attorney

County Contacts Who Can Help:

- ◆ Children's Long Term Services (CLTS)
If child is currently receiving Waiver Services, contact your County Social Worker for assistance in navigating the guardianship process. *NOTE: If child is currently NOT receiving Waiver services, Adult Protective Services may be able to provide assistance.*
- ◆ ADRC – Can provide global information on the process of guardianship.
- ◆ Register in Probate Office – Forms required for Guardianship

EAU CLAIRE COUNTY

<https://www.co.eau-claire.wi.us/our-government/departments-and-facilities/departments-directory/register-in-probate-clerk-of-juvenile-court>

CHIPPEWA COUNTY

<https://www.co.chippewa.wi.us/government/register-in-probate>

DUNN COUNTY

https://www.co.dunn.wi.us/index.asp?SEC=EEFC966A-C519-4C34-A453-3558621AE4A8&Type=B_BASIC

EAU CLAIRE



CHIPPEWA



DUNN



Process – A petition for guardianship is filed with the court. This can be done by:

- ◆ Self-Representation
- ◆ Retain an Attorney to represent the Petitioner(s)
- ◆ The court requires the appointing of an attorney as guardian ad litem for the person to which the petition will be served.

FREE Legal Clinic – A public service from the Eau Claire County Bar Association

L.E. Phillips Memorial Public Library

Third Wednesday of every month from 6:30 p.m. - 8:00 p.m.

POST SECONDARY EDUCATION

NOTE: Please check in Student Services to see when representatives from different colleges will be available at your high school.

Disability Services are available at all University and Technical College Institutions to provide accommodations and services to students with disabilities that ensure equal access to public university and technical college programs, services and activities. Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 (ADA).



A Guide to Assessing College Readiness for Parents of College-Bound Children with Learning Disabilities or AD/HD

<https://www.collegechangeseverything.org/events/2018-media/Session-1I-College-Readiness-Guide.pdf>



FEDERAL STUDENT AID / SCHOLARSHIPS

Talk to your high school counselor about scholarship opportunities

Federal Student Aid Federal Student Aid (FAFSA)

<https://studentaid.gov>

NOTE: Mike Prashier is available (by appointment) in Student Services at North and Memorial to assist with financial aid.



Scholarship America

<https://scholarshipamerica.org/>

NOTE: Check with your counselor and in Student Services for more scholarship options.



WI Technical College System

<https://www.wtcsystem.edu/>



Explore Career Programs at Wisconsin's Technical Colleges

<https://www.wtcsystem.edu/programs/>



Chippewa Valley Technical College (CVTC)

<https://www.cvtc.edu/experience-cvtc#Diversity-Resources>



Northwood Technical College

<https://www.northwoodtech.edu>



The University of Wisconsin System

<https://www.wisconsin.edu/>



UW-Eau Claire

<https://www.uwec.edu/equity-diversity-inclusion/edi-services-programs/services-for-students-with-disabilities/>



UW-Stout

<https://www.uwstout.edu/life-stout/student-services/disability-services>



UW-River Falls

<https://www.uwrf.edu/AbilityServices/>



UW-Madison

<https://mcburney.wisc.edu>



College Options for People with Intellectual Disabilities

Wisconsin college programs for students with an intellectual disability.

[https://thinkcollege.net/college-search?f\[0\]=tc_state_province%3AWisconsin](https://thinkcollege.net/college-search?f[0]=tc_state_province%3AWisconsin)



WHAT'S THE DIFFERENCE?

Equal access to education is your right. The Individuals with Disabilities Education Act (IDEA) applies to high schools. Colleges must comply with the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. What do these differences mean to you as a student?

DIFFERENCES IN POLICIES AND PROCEDURES*	
HIGH SCHOOL	COLLEGE
The school is responsible for identifying students with disabilities.	The student must self-identify or disclose his/her disability.
The school must provide the assessment of disability, classify disability, and involve parents.	The student must provide documentation of his/her disability to the designated office.
School staff will discuss academic progress with parents or legal guardians.	The student is considered an adult with privacy and confidentiality protections. Staff cannot talk with parents or legal guardians about the student's academic progress.
The school must develop an Individual Education Program (IEP).	The student must request specific accommodations and provide supporting evidence through documentation.
The school must provide a free and appropriate education, including a modified program and appropriate related services.	The student must act as an independent adult to activate and obtain accommodations and structure weekly schedules.
The school must coordinate the provision of all services, monitor progress, and evaluate results.	The college must provide reasonable accommodations for students who qualify.
DIFFERENCES IN COURSES*	
HIGH SCHOOL	COLLEGE
Class attendance is mandatory and monitored carefully.	Students are expected to follow the instructor's attendance policy as stated in the syllabus.
Teachers will usually approach students who are having academic difficulties.	Students are responsible to ask the instructor for help.
Teachers remind students of assignment due date.	Students are responsible for keeping track of their projects, assignments, and test dates.
Teachers will provide students with missed information when they are absent.	Students must approach their instructors for information they missed when absent.
Teachers often provide extra-credit assignments to help students raise their grades.	Extra-credit assignments are not necessarily given.
Make-up tests are sometimes available.	Make-up tests may not be an option.
Teachers present information to help the student understand the textbook.	Instructors may not follow the textbook, but lectures enhance the topic.
DIFFERENCES IN ACCOMMODATIONS*	
HIGH SCHOOL	COLLEGE
Services include individually designed instruction, modifications, and accommodations based on the IEP.	Reasonable accommodations may be made to provide equal access and participation.
Modifications that change course outcomes may be offered based on the IEP.	The college is not required to lower or make substantial modifications to essential requirements.
Appropriate accommodations are determined by the student's IEP.	Appropriate accommodations must be determined based on the student's disability documentation and individual need.
DIFFERENCES IN PARENT OR LEGAL GUARDIAN ROLE*	
HIGH SCHOOL	COLLEGE
Legal guidance is provided by Individuals with Disabilities Education Act (IDEA).	Legal guidance is provided by Section 504 of the Vocational Rehabilitation Act and the Americans With Disabilities Amendment Act (ADAAA).
Parents must ensure their child attends school until the age of 16.	Parents are not required to send their child to college.
Periodic progress reports are given to parents.	No progress reports will be given to parents.
Teachers are free to approach parents without consent from student to discuss student's progress.	Without a release of information signed by the student, the teacher legally cannot include the parents in any part of the educational process.
The parent is the student's legal guardian.	The student is his/her own legal guardian unless there is a court order to the contrary.
Parents play an active role in advocating for and with student.	The student is expected to advocate on his/her own behalf.

* Adapted from CVTC, "What's the Difference from CVTC Diversity Resources"

LEARNING ABOUT EMPLOYMENT



Plan the Possibility

A project designed to promote a positive cultural change of higher expectations among transition-age students and those who interact with them. It includes an online booklet, social media clips and profiles of transition-age students, an interactive workbook, and the video, "Plan the Possibility."

<https://www.disabilityrightswi.org/plan-the-possibility>



Going to Work Video Series

Six-video series includes stories of Wisconsin youth with disabilities who have transitioned to competitive employments.

<https://wi-bpdd.org/index.php/videos/>



Let's Get to Work – Launching Youth with Disabilities into the Workforce

A five-year, national systems change grant seeking to improve community employment outcomes for youth with intellectual and developmental disabilities in transition.

<http://www.letsgettoworkwi.org>



Skills to Succeed

A free immersive, online learning program to help you build skills and confidence to choose the right career, find a job and be successful in the workplace. Choose from 36 interactive, bite-sized learning modules to create your own personalized learning path.

<https://s2sacademy.org>



EMPLOYMENT EXPERIENCE(S) WHILE IN HIGH SCHOOL

Many teenagers get a part-time job to earn extra spending money for things such as clothes, electronics and fuel for their cars. If support is needed to explore work experience options, please talk to your school's Transition Coordinator.

Employment experiences for youth with disabilities can be supported in a variety of ways while in high school:

- ◆ On-campus paid work experiences
- ◆ Off-campus paid work experiences
- ◆ Volunteer or internship experiences

Sometimes students seek and gain employment independently while in high school. By talking with your school's Transition Coordinator, you can see if your employment while in high school can earn high school credits.

BENEFITS ANALYSIS

Benefits specialists can explain the effect that working can have on an individual's benefits and dispel some of the myths about working while receiving benefits. This information can help the individual to make an informed choice. Talk with your transition team about funding options.

Social Security – Ticket to Work Program

Supports career development for Social Security disability beneficiaries age 18 through 64 who want to work. The ticket program is free and voluntary. The ticket program helps people with disabilities progress toward financial independence. Individuals who receive Social Security benefits because of a disability and are age 18 through 64 probably already qualify for the program.

<https://www.ssa.gov/work/>



Benefits and Working

You can work and still receive Social Security benefits. Social Security has rules called "Work Incentives". With these rules, the amount of money you receive from Social Security will change as you earn more, but you will still get benefits to help you.

<https://beforeage18.org/benefits-and-working/>



DIVISION OF VOCATIONAL REHABILITATION (DVR)

About DVR

DVR is a federal/state program designed to obtain, maintain, and advance employment for people with disabilities by working with DVR consumers, employers, and other partners.

DVR Provides:

- ◆ employment services and counseling to people with disabilities.
- ◆ services to enable an individual to go to work.
- ◆ training and technical assistance to employers regarding disability employment issues.

DVR Serves:

- ◆ individuals with disabilities who face a substantial barrier to employment.
- ◆ employers.



DVR 101: Getting Started with the Division of Vocational Rehabilitation

VIDEO https://www.youtube.com/watch?v=_jNtnFxxH-k&t=11s



DVR Process



*Referral / Eligibility Process

- ◆ Submit referral online.
- ◆ You will receive a packet from DVR with the referral and a Release of Information (ROI) that you must sign and return.
- ◆ You will take part in an Intake Phone Call with SVRI at UW-Stout.
- ◆ You will receive a letter informing you of your eligibility status.
- ◆ If eligible, meet with the DVR Counselor to determine employment goals, services needed to reach goals and plan for employment services with a vendor.

The high school Transition Coordinator can be an active part of the student's transition team to coordinate and support students and families in meeting with DVR at school.

The vendor I have chosen is: _____



My DVR Counselor's Name is:

EMPLOYMENT

Pre-Employment Transition Services (Pre-ETS) happen while a student is in high school and are outlined in the Transition Plan (PTP) as a part of the Individualized Education Program (IEP).

These services can happen in partnership with the Division of Vocational Rehabilitation (DVR) and for students between the ages of 18-21, the Long Term Care System.

One key area of job readiness is soft skills. Soft skills includes how well you get along with others, dressing appropriately for being on the job, being ready and willing to take direction from others, etc.



WI Competitive Integrated Employment (CIE) Act 178

The Workforce Innovation and Opportunities Act (WIOA) defines Competitive Integrated Employment (CIE) as either part or full time work (including self employment) in which an individual with a disability is paid at or above minimum wage located in an environment where the individual regularly interacts with people both with and without disabilities.

<https://dwd.wisconsin.gov/dvr/partners/cie>



CIE Employment

For people with disabilities interested in work, competitive integrated employment is an important component of a fulfilling life and an opportunity to contribute to the community.

<https://witig.org/competitive-integrated-employment/>



Soft Skills: The Competitive Edge

What do employers look for in new employees? According to business leaders, while the three "R's" (reading, writing, and arithmetic) are still fundamental to every employee's ability to do the job, employers view "soft" skills as even more important to work readiness.

<https://www.dol.gov/agencies/odep/publications/fact-sheets/soft-skills-the-competitive-edge>



These skills include:

- ◆ Professionalism or work ethic
- ◆ Oral and written communication
- ◆ Teamwork and collaboration skills
- ◆ Critical thinking or problem-solving skills

Competencies for successful young workers in the 21st century workplace.

- ◆ Networking
- ◆ Enthusiasm
- ◆ Professionalism
- ◆ Communication skills
- ◆ Teamwork
- ◆ Problem solving and critical thinking

Adapted from Soft Skills: The Competitive Edge | U.S. Department of Labor (dol.gov)



ADULT BENEFITS & ECONOMIC SUPPORT

SOCIAL SECURITY and SUPPLEMENTAL SECURITY INCOME DISABILITY PROGRAM

The Social Security and Supplemental Security Income (SSI) disability programs provide assistance to people with disabilities. The website provides detailed information about disability benefits and can help you understand what to expect from Social Security during the disability process.

<https://www.ssa.gov/benefits/disability/>



SSA – Social Security Administration
<https://www.ssa.gov/>



SSA – Eau Claire
4120 Oakwood Hills Parkway | Eau Claire, WI 54701 | 866.815.2924

ECONOMIC SUPPORT



Food Share (SNAP), BadgerCare Plus, Medicaid and Childcare
Need help getting health care coverage, paying for groceries or child care costs, finding a job, or building your career skills? With ACCESS, you can apply for and manage your state of Wisconsin benefits and programs in one place, at any time.
<https://access.wisconsin.gov/access/>



Great Rivers Consortium (Centralized Document Processing Unit)
Great Rivers Consortium is a group of county agencies that determine enrollment and ongoing case management. You can request services at any of the county agencies within your consortium. The following counties are part of the Great Rivers Consortium: Barron, Burnett, Chippewa, Douglas, Dunn, Eau Claire, Pierce, Polk, Saint Croix, and Washburn.
<https://www.dhs.wisconsin.gov/forwardhealth/imagency/greatrivers.htm>



WHEAP Energy Assistance – Western Dairyland
Western Dairyland Economic Opportunity Council, Inc. is a private, non-profit community action agency established June 6, 1966, under the Economic Opportunity Act to help disadvantaged individuals in the western Wisconsin counties of Buffalo, Eau Claire, Jackson, and Trempealeau. The agency’s mission is to alleviate poverty-related conditions and provide opportunities which enable people to advance economically and socially.
https://www.westerndairyland.org/about_us.phtml



NOTES

TRANSITION TO ADULT HEALTHCARE



Got Transition

Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals and youth and families.

<https://gottransition.org>



Got Transition Resources for Healthcare

- ◆ 5 Steps to Prepare for Health Care Transition
- ◆ A Family Toolkit: Pediatric-to-Adult Health Care Transition
- ◆ Finding an Adult Doctor
- ◆ Health Care Transition Timeline for Parents/Caregivers [En Español]
- ◆ Health Care Transition Timeline for Youth and Young Adults [En Español]
- ◆ Planning to Move from Pediatric to Adult Care? Here's How They Can Differ
- ◆ Preparing for the Transition from Pediatric to Adult Health Care: Parent Guide
- ◆ Questions to Ask Your Child's Doctor About Transitioning to Adult Health Care (for Parents and Caregivers) in partnership with Family Voices [En Español]
- ◆ Questions to Ask Your Doctor About Transitioning to Adult Health Care (for Youth and Young Adults) in partnership with Family Voices [En Español]
- ◆ Setting up the "Medical ID" Feature on Apple's Health App and on Android Phones [En Español]
- ◆ System Differences Between Pediatric and Adult Health Care



Health Transitions

Resources to assist Wisconsin youth, families, and health professionals with the transition from pediatric to adult health care.

<https://healthtransitionwi.org>



Healthcare Transition

Decisions need to be made before 18th birthday

Healthcare Transition is the change from a PEDIATRIC model of care (parents and caregivers make most decisions) to an ADULT model of care (most adults make their own healthcare decisions).

STEP 1: Start talking transition / Age 12-14

- ◆ Know the names of doctors and reasons for seeing them.
- ◆ Allow time for the youth patient to meet with the physician alone.
- ◆ Fill out a checklist to prepare for adult healthcare.

STEP 2: Be in the know / Age 15-17

- ◆ Youth, families, and doctor need to know youth's
 - unique medical needs - communication style - disability
 - diagnosis
- ◆ Youth and family need to learn about privacy and consent before age 18.

STEP 3: Transition to adult care / Age 18 & up

Ask current doctor to recommend doctors who care for adults.

- ◆ Check on insurance coverage.
- ◆ Be sure medical records are sent to adult doctor(s).

Adapted from <https://healthtransitionwi.org/wp-content/uploads/sites/178/2020/02/StayAStep-Ahead.pdf>



Children Youth with Special Health Care Needs Western Regional Center

Health Care Consultations for children under age 17.

<https://www.co.chippewa.wi.us/government/public-health/children-with-special-health-care-needs>



My Health Pocket Guide



Transition Health Care Checklist: Preparing for Life as an Adult

Use this pocket guide to keep track of your health care information.

<https://healthtransitionwi.org/wp-content/uploads/sites/178/2021/01/MyHealthPocketGuide12-4-2020.fillable.pdf>



Build Your Bridge: Moving from Child to Adult Health Care

<https://healthtransitionwi.org/wp-content/uploads/sites/178/2021/01/BuildYourBridge2020fillable.pdf>



Transition – Health Coverage Options for Young Adults

<https://familyvoiceswi.org/resource-library/health-coverage-options-for-young-adults/>



Wisconsin Providers and teens Communicating for Health (PATCH)

Group of youth and adults that believe programs and policies for youth should INCLUDE youth.

<https://www.wipatch.org>



WHERE AM I GOING TO LIVE?

Thinking about where you want to live as an adult is an important part of transitioning to adulthood. Talk with your transition team about your plans.

Many programs can assist with housing costs. You can seek help with rent, mortgage payments, and utility assistance. Because programs and funding sources change rapidly,

interested persons should check with their local city or county housing authority (if any), with the local Rural and Economic Development office, and with the local social services or human services department for current information.

Eau Claire County Housing Authority

<https://www.co.eau-claire.wi.us/our-government/departments-and-facilities/department-directory/housing-authority>



City of Eau Claire Housing Authority

<https://www.eauclairewi.gov/government/our-divisions/housing/housing-authority>



DHS – Wisconsin Disabilities Housing

Overview of public programs that can offer assistance with renovating and weatherizing existing housing, filling energy needs and obtaining access to public housing and rent assistance.

<https://www.dhs.wisconsin.gov/disabilities/physical/housing-assist.htm>



U.S. Department of Housing and Urban Development (HUD)

HUD helps apartment owners offer reduced rents to low-income tenants. To apply, Contact or visit the management office of each apartment building that interests you.

RENTAL HELP <https://www.hud.gov/states/wisconsin/renting>

TENANT RIGHTS <https://www.hud.gov/states/wisconsin/renting/tenantrights>



GETTING AROUND

How am I going to get around?

Talk with your team about all the different ways to get around in your community and how your team can support you in exploring options.

- ◆ Will you walk or ride a bike to get to your job or to go shopping?
- ◆ Will you learn how to use public transportation (take the bus)?

- ◆ Will you take a taxi?
- ◆ Will you ride share with family friends or neighbors?
- ◆ Will you learn how to drive?

Driving with a Disability – What Should I Know?

Information on the following topics: how to obtain a license, vehicle modifications/special vehicle equipment, and accessible parking.

INFORMATION <https://wisconsin.gov/Pages/dmv/license-drivers/mdcl-cncrns/drivingwithadisability.aspx>

HANDBOOK <https://wisconsin.gov/Documents/dmv/shared/bds126-motorists-handbook.pdf>

PRACTICE TEST APP <https://wisconsin.gov/Pages/dmv/teen-driver/teen-hw-apply/practicetestapp.aspx>

PARKING PERMIT <https://wisconsin.gov/pages/dmv/vehicles/dsbld-prkg/discards.aspx>



New Freedom Transportation – CILWW

Volunteer drivers provide transportation to persons with a disability or those that are frail elderly for 34 Counties.
<https://cilww.com/transportation-riders/>



Paratransit

Paratransit, origin to destination (door to door) services are available to those individuals whose disability prevents them from using the fixed route bus system. There is an application process to determine eligibility.
<https://www.eauclairewi.gov/services/transit-services>



Eau Claire Transit – Local Bus Service for City of Eau Claire

All 22 buses in the fleet are accessible to individuals using mobility devices and who otherwise may have difficulty boarding vehicles. They kneel close to the ground so they are level with the curb and are low-floored with no steps to negotiate. All buses also have a ramp for boarding and space available for the safe transportation of 2 individuals who desire to remain seated in their mobility device.

VIDEO ON HOW TO RIDE THE BUS: <https://vimeo.com/39284152>



Western Dairyland Economic Opportunity Council, Inc.

LEARN TO RIDE THE BUS – TRANSIT AMBASSADORS <https://www.westerndairyland.org/transit-ambassadors.phtml>

WORK-N-WHEELS https://www.westerndairyland.org/Work_n_Wheels.phtml



UW-Stout SVRI – Pre-Driving Evaluation & Training

<https://www.uwstout.edu/outreach-engagement/stout-vocational-rehabilitation-institute/specialized-services/pre-driving-evaluation-training>



FINANCIAL PLANNING RESOURCES FOR FAMILIES



The Guide to Special Needs Planning

10 Costly Mistakes to Avoid when Planning for a Loved One with Special Needs



Special Needs Answers – Helping families preserve assets and government benefits

<https://specialneedsanswers.com/special-needs-guides>



NOTE: Talk with a financial advisor that specializes in special needs planning about your families' financial and estate planning needs.

FINANCIAL PLANNING RESOURCES FOR FAMILIES



ABLE Accounts: What Wisconsin Families Need to Know
<https://www.ablenrc.org/what-is-able/what-are-able-accounts/>



WI Family Voices - What Wisconsin Families Need to Know (English/Spanish)
<https://familyvoiceswi.org/resource-library/able-accounts-what-families-need-to-know/>



Wispect Inc.

A private nonprofit organization that administers pooled and community Special Needs Trusts for people with disabilities.
<https://www.wispect.org>



NOTE: Talk with a financial advisor that specializes in special needs planning about your families' financial and estate planning needs.

ALL THINGS MONEY – FINANCIAL LITERACY

Financial literacy is the ability to understand and effectively use various financial skills, including personal financial management, budgeting, and investing.

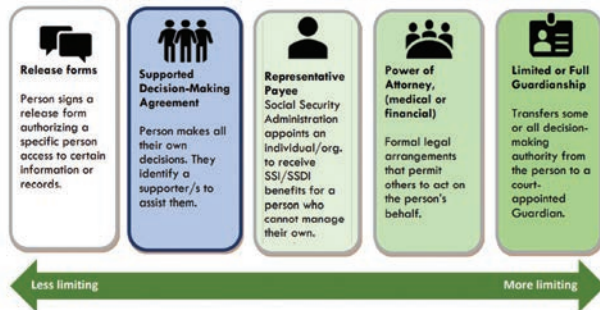
To achieve your money goals to live the life you want, you may need help. Talk with your IEP team or others supporting you with your transition.

Talk with your IEP team about goals related to adult financial responsibilities:

Paying bills
Budgeting
Managing a bank account
Writing a check
Managing cash or card transactions
Etc.

NOTE: Talk to your banking institution about ways to support your young adult (dual signature bank accounts, authorized signatories, etc.).

Current decision-making support tools



Graphic taken from: www.disabilityrightswi.org/wp-content/uploads/2018/11/Lets_talk_SDM_English.pdf

Let's talk about supporting individuals to live full lives. (English/Hmong/Spanish)

Helps individuals with disabilities and aging adults to make decisions about their lives. They choose the people they trust to help them gather and understand information, compare options, and communicate their decisions to others. It's how most people make decisions.
<https://wi-bpdd.org/wp-content/uploads/2019/12/SDMToolkit.pdf>



Money Smarts – Taking Care of your Money

Developing good money habits in your teens will set a solid foundation for getting the things you want out of life. It all starts with taking charge of your money.
<https://beforeage18.org/money-smarts/>



National Disability Institute's Free Financial Well-being Tools

Downloadable tools to help individuals, families, financial institutions and community partners improve the financial well-being of people with disabilities.
<https://www.nationaldisabilityinstitute.org/downloads/#reference-guides>



Social Security Representative Payment Program

Provides benefit payment management for beneficiaries who are incapable of managing their Social Security or Supplemental Security Income (SSI) payments.
<https://www.ssa.gov/payee/>



SELF DETERMINATION & ADVOCACY

Self determination is the belief that all people have the right to control their own lives and make choices for their futures. It is important for young people with disabilities to have opportunities to learn and practice these skills.

Self-Directed IEP Planning Form

Created to help inform students about the CCR IEP forms and process in a student-friendly way. Pre-planning for a student's CCR IEP meeting and for the student to understand their CCR IEP.

<https://witig.org/self-advocacy-tools/self-directed-ccr-iep-guide/>



WI Family Voices – Self Determination and Children with Disabilities (English/Spanish)

https://familyvoiceswi.org/resource-library/self-determination-and-children-with-disabilities/?seq_no=2



Self-Advocacy Suite

Students who are able to self-advocate for their rights, and abilities are more successful with their post school goals as they are able to ask for accommodations on jobs and in college settings.

<https://witig.org/self-advocacy-tools/>



WI Transition APP Increase Self-Direction and Self Advocacy

<https://witig.org/self-advocacy-tools/witransition-app/>



TRANSITION RESOURCES FOR STUDENTS WITH DISABILITIES

Opening Doors (English/Spanish)

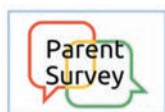
Resources include: A Guide to Adult Services, Self-Determination Skills, Education and Training, and Employment.



Transition planning generally involves three major activities:

1. Students and families think about goals for life after high school and develop a long-range plan.
2. IEP (Individualized Education Program) Team designs a high school education plan to ensure that the student will gain the skills needed to achieve their desired goals.
3. Identifying needed post-school services and supports, and establishing links to them before the student exits high school.

<https://witig.org/wp-content/uploads/2021/02/Opening-Doors-handout.pdf>



Parent Transition Survey (English/Spanish)

To assist in identifying parents/family members preferences and thoughts for their son/daughter for life after high school.

<https://transitioncoalition.org/blog/tc-materials/the-new-parent-transition-survey/>



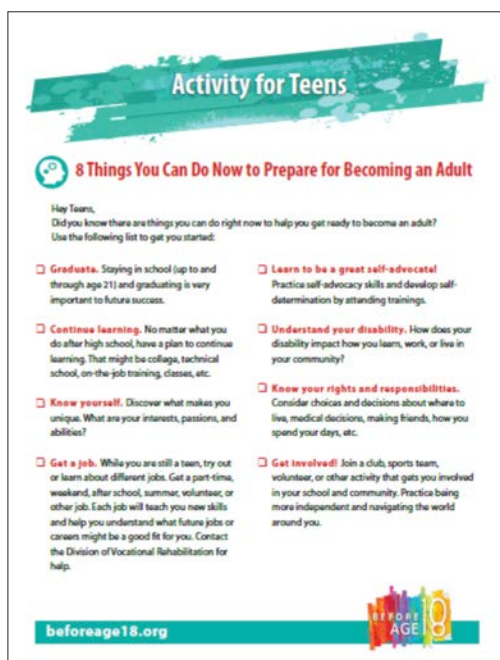
Transition Planning Timelines for Students with Disabilities

For families who are interested in creating an individualized transition timeline plan for their student at home, there are a number of readymade timelines and checklists that can be used as starting points

<https://nesca-newton.com/transition-planning-timelines-for-students-with-disabilities/>



OTHER RESOURCES



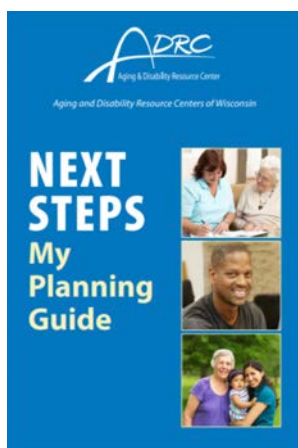
Action Steps for Teens

Action steps to help teens (ages 14 to 18) prepare for adulthood. You can also download the checklist, located on the left: **8 Things You Can Do to Prepare for Becoming an Adult**
<https://beforeage18.org/action-steps/>



Action Steps for Families

Action steps to help your teen (ages 14 to 18) prepare for adulthood. Plus, get some tips on activities you can do with your teen! What Can You Do to Help Your Child Prepare for Adulthood? See the checklist on the left: **8 Things You Can Do to Prepare for Becoming an Adult**
<https://beforeage18.org/action-steps/>



ADRC – Next Steps – My Planning Guide

ENGLISH <https://www.dhs.wisconsin.gov/publications/p0/p00498.pdf>

HMONG <https://www.dhs.wisconsin.gov/publications/p0/p00498h.pdf>

SPANISH <https://www.dhs.wisconsin.gov/publications/p0/p00498s.pdf>

RUSSIAN <https://www.dhs.wisconsin.gov/publications/p0/p00498r.pdf>

ENGLISH



HMONG



SPANISH



RUSSIAN



Before Age 18 – Transition Guide

Download the complete Before Age 18 resource guide.
NOTE: Ask your Transition Coordinator if a printed booklet is available.
<https://beforeage18.org/transition-guide/>



Family Voices of Wisconsin On-Demand Presentations:

What's After High School. Did you know-Now you Know. Medicaid Made Easy. Coordinating Your Child's Health Care. Supported Decision Making.
<https://familyvoiceswi.org/learn/>



The Arc: Center for Future Planning

Future Planning is creating a guide for a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible.
<https://futureplanning.thearc.org/pages/learn/future-planning-101>





ECASD AGE 18-21 COMMUNITY-BASED TRANSITION OPTIONS

Some students may need more time to learn the skills necessary for employment and adulthood. ECASD offers community based transition options for students who are 18-21 years old based on individualized needs. Please discuss these options with your student's IEP team.

NOTE:

The IEP team can discuss whether these community based transition options meet the individualized needs and goals for a student.



Life Without Limits (LWL)

LWL focuses on preparing young adults with disabilities for life after graduation. It connects students to community resources, empowers them and strengthens their advocacy skills in order to lead a Life Without Limits!

[**https://www.ecasd.us/District/Departments/Special-Education/Life-without-Limits-\(1\)**](https://www.ecasd.us/District/Departments/Special-Education/Life-without-Limits-(1))



Project | SEARCH*

Project SEARCH at Mayo Clinic Health System – Eau Claire

Project SEARCH is a 9 month program which provides training and education leading to integrated and competitive employment for youth with disabilities. Project SEARCH is based on a collaboration that includes Mayo Clinic, local school districts, DVR, disability services agencies, and family.

YOUTUBE [**https://www.youtube.com/watch?v=ZQvHDxxrFUY**](https://www.youtube.com/watch?v=ZQvHDxxrFUY)

WEBSITE [**https://www.ecasd.us/District/Departments/Special-Education/Project-Search**](https://www.ecasd.us/District/Departments/Special-Education/Project-Search)

YouTube



GATEWAYS

GATEWAYS (Grow – Achieve – Transition – Empower) Working At Your Success

GATEWAYS will allow students, ages 18-21, to explore options that align with their long term outcomes for life as a young adult with a disability within our community. The goal is to provide transition focused services by braiding services between the school district and outside agencies within a community environment.

[**https://www.ecasd.us/District/Departments/Special-Education/GATEWAYS**](https://www.ecasd.us/District/Departments/Special-Education/GATEWAYS)



Chippewa Fresh Start YouthBuild

Provides education, employment skills and career direction for at-risk young adults by involving them in the construction of a new house.

[**https://www.workforceresource.org/youthbuild_program.html**](https://www.workforceresource.org/youthbuild_program.html)



TRANSITION PLANNING FOR FAMILIES

WHO CAN ASSIST YOU WITH POST SECONDARY TRANSITION PLANNING

Student Name _____

WHO DO I TALK TO?

SPECIAL EDUCATION TEACHER

Name: _____

Phone: _____

Email: _____

LOCAL AGING & DISABILITY RESOURCE CENTER

Name: _____

Phone: _____

Email: _____

SCHOOL COUNSELOR

Name: _____

Phone: _____

Email: _____

LOCAL DIVISION OF VOCATIONAL REHABILITATION COUNSELOR

Name: _____

Phone: _____

Email: _____

SCHOOL PSYCHOLOGIST

Name: _____

Phone: _____

Email: _____

FAMILY SUPPORT CONTACT

Name: _____

Phone: _____

Email: _____

SCHOOL PRINCIPAL

Name: _____

Phone: _____

Email: _____

INDEPENDENT LIVING CENTERS (ILC)

Name: _____

Phone: _____

Email: _____

SPECIAL EDUCATION PROGRAM COORDINATOR

Name: _____

Phone: _____

Email: _____

OTHER

Name: _____

Phone: _____

Email: _____

EXECUTIVE DIRECTOR OF SPECIAL EDUCATION

Name: **Mandy VanVleet**

Phone: **715.852.3074**

Email: **mvanvleet@ecasd.us**

SPECIAL EDUCATION PROGRAM ADMINISTRATOR

Name: **Kelsey Tichey**

Phone: **715.852.3072**

Email: **ktichey@ecasd.us**

Local contacts working closely with your school district educators. Outside Agencies will assist in building strong postsecondary outcomes for your child.

TRANSITION COORDINATOR

Name: _____

Phone: _____

Email: _____

*“Your future.
It awaits only you,
to live it and to write it.”*

Robin Hobb, author



**Eau Claire Area School
District – Middle
School and High School
Academic and Career
Planning Guide**

Plan your high school
career – decide courses,
investigate opportunities
to explore and various
options regarding careers.



ECASD
Special Education



Eau Claire Area School District

District Office

500 Main Street • Eau Claire, WI 54701-3770 • tel: 715.852.3000 • fax: 715.852.3004

ecasd.us/District/Home

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