



TRANSITION GUIDE: MOVING FROM STUDENT TO ADULTHOOD

Waunakee Community School District
Document Produced by the Special Education Department
www.waunakee.k12.wi.us

2025-2026

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INTRODUCTION

In the Waunakee Community School District, we are committed to ensuring that all students, including young adults with disabilities, have the support, resources, and opportunities they need to successfully transition from school to adulthood. Our Transition Program is designed to empower students ages 14-21 as they prepare for their next steps—whether that means entering the workforce, pursuing post-secondary education, or developing essential skills for independent living.

We recognize that each student’s journey is unique, and our goal is to provide individualized pathways that align with their strengths, interests, and future aspirations. Through a collaborative approach that includes students, families, educators, and community partners, we strive to equip every young adult with the tools they need to achieve meaningful and fulfilling lives beyond high school.

Beyond 18 Program

As part of our transition services, we offer the Beyond 18 Program, a structured support system designed for students who require additional guidance as they move into adulthood. The program provides flexible pathways tailored to meet the diverse needs of our students, including:

- » **Employment Readiness Pathway** – For students who are ready to enter the workforce directly, this pathway focuses on job exploration, workplace skills training, internships, and connections with local employers.
- » **Post-Secondary Education Pathway** – For students planning to continue their education, this pathway offers support with college applications, disability services, career and technical education (CTE) programs, and life skills necessary for success in higher education.
- » **Independent Living Skills Pathway** – For students who need to build essential life skills, this pathway emphasizes financial literacy, self-advocacy, and daily living skills to foster independence.

The Beyond 18 Program is designed to be flexible, allowing students to engage in one or more pathways based on their evolving goals. Our transition team works closely with each student and their family to ensure that they receive the support they need to navigate this critical time with confidence and success.

This guide serves as a resource to help students and families understand the transition process, explore available services, and make informed decisions about the future. We encourage you to review the information, ask questions, and partner with us as we work together to create a smooth and successful transition to adulthood.

Welcome to the next step in your journey—we’re here to support you every step of the way!

What is transition planning?

Transition planning is the process of helping students with Individualized Education Programs (IEPs), ages 14-21, and their families think about life after high school in order to identify long-range goals and plan 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 student’s 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 required part of the IEP once a student turns 14.

Post Secondary Transition Plan (PTP)

The PTP is a required part of the 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.

TIMELINES

General Timeline for Transition Services

| Age Range | Action Steps |
|-----------------|---|
| Birth to age 14 | <ul style="list-style-type: none"> » Consider long term goals and transition needs » Explore other disability related supports |
| 14-18 | <ul style="list-style-type: none"> » Students attend all IEP meetings » Consider employment goals and complete transition assessments » Apply to DVR (as early as 14, and at least 2 years prior to exit) » Apply to ADRC (as early as 17.5 and at least 6 months prior to exit) » Explore guardianship or Supported Decision Making before age 18 |
| 18-21 | <ul style="list-style-type: none"> » Choose long term care funding options » Explore transition options (school/community based instruction) » Participate in vocational training and community work experiences » Regularly review transition goals and align services |
| Age 21 | <ul style="list-style-type: none"> » Meet with transition team to address transition goals » Explore supported employment providers |

Team Roles and Responsibilities

| | |
|--------------------------------------|---|
| Student | <ul style="list-style-type: none"> » Participate in IEP planning through attending and providing input at IEP meetings » Share information on interests, skills and hopes for the future » Participate in assessments designed to further identify interests, skills and needs » Be an active participant in working towards achieving goals, including attending each scheduled class time, meetings and work responsibilities |
| Parents/ Guardians/ Caregivers | <ul style="list-style-type: none"> » Share knowledge of their child's interests, strengths and needs with the team. » Participate in the IEP process, including the selection of goals » Provide opportunities for your student to practice independent living skills at home and in the community » Become familiar with and assist your student with obtaining resources available in the community |
| Beyond 18 Program Team | <ul style="list-style-type: none"> » Coordinate the development, implementation and monitoring of the IEP » Provide instruction based on goals developed by the team » Provide opportunities to foster vocational and independent living skills in real world settings » Complete assessments to help identify skills, interests, and challenges » Provide referrals and supports in obtaining community services |
| Community Agencies | <ul style="list-style-type: none"> » Become familiar with the individual needs of students » Participate in the IEP process » Share perspectives on skills needed in community work and independent living areas » Assist in identifying supports that are available to the student as they transition into adulthood |

INSTRUCTION & SERVICES

Instruction and services in the Beyond 18 program are very different from a traditional school day. The focus of instruction and services is based on each individual student's needs. So if a student is working on vocational skills, they might spend time doing job shadowing, applying for jobs and getting job coaching support once they get a job in the community. This student's schedule will be designed based on the student's goals, which means the student may not attend school five days per week from 8:00am to 3:30pm. Students in the Beyond 18 Program are not required to attend school for full days throughout the entire week. The IEP team works together to design the best services and supports for the student.

| | |
|----------------------------|---|
| Independent Living | <ul style="list-style-type: none"> » Skills training in meal prep, cooking, and household maintenance » Financial literacy and functional budgeting skills » Recreational skill development and community exploration » Healthy living and health management skills » Functional technology skills » Organizational skills » Home and community safety |
| Vocational Exploration | <ul style="list-style-type: none"> » Soft skills development » Instruction on resume, application and new hire paperwork » Career exploration and job search instruction » Job development » Placement, task analysis, and on the job training » Consultation with employer and community support agencies |
| Social Emotional Learning | <ul style="list-style-type: none"> » Wellness » Instruction on self-advocacy, self-determination, and self-reflection » Skills to support emotional awareness and regulation » Communication/social skills development |
| Post Secondary Exploration | <ul style="list-style-type: none"> » Consultation with disability resource center » Assistance with obtaining needed resources |



POST-SECONDARY SUPPORTS

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 their disability. |
| The school must provide the assessment of disability, classify disability, and involve parents. | The student must provide documentation of their 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 dates. | 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 or retakes are sometimes available. | Make-up tests or retakes may not be an option. |
| Teachers present information to help the student understand the concepts. | Instructors may not follow the textbook, but lectures enhance the topic. |

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

POST-SECONDARY SUPPORTS

| DIFFERENCES IN ACCOMODATIONS* | |
|---|--|
| 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/Guardians must ensure their child attends school until age 18. | Parents/Guardians are not required to send their child to college. |
| Periodic progress reports are given to parents. | No progress reports will be given to parents/guardians. |
| 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/guardian is the student's legal guardian. | The student is their own legal guardian unless there is a court order to the contrary. |
| Parents/Guardians play an active role in advocating for and with the student. | The student is expected to advocate on their own behalf. |



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

COMMUNITY AGENCIES

Division of Vocational Rehabilitation (DVR)

The Division of Vocational Rehabilitation (DVR) is a state agency that helps individuals with disabilities prepare for, obtain, and maintain employment. Its primary purpose is to support people with disabilities in becoming independent and successful in the workforce.

DVR focuses on career exploration, job training, and employment opportunities for individuals with disabilities. For high school students, DVR provides pre-employment transition services (Pre-ETS) to help them develop skills necessary for future employment. These services may include:

- » Job exploration counseling
- » Work-based learning experiences
- » Workplace readiness training
- » Instruction in self-advocacy
- » Postsecondary education counseling

DVR works in partnership with schools, employers, and community organizations to provide students with real-world work experiences and connections to employment opportunities.

High school students with a documented disability that impacts their ability to work may be eligible for DVR services. This includes students with an Individualized Education Program (IEP), 504 Plan, or other documented disabilities. DVR serves individuals with a wide range of disabilities, including physical, cognitive, sensory, and mental health conditions.

Students, parents, or school staff can connect with DVR in several ways:

- » **Through the School:** Every school has a DVR counselor assigned to their school, so your child's case manager can connect you with the DVR counselor.
- » **Online:** Students and families can visit their state's DVR website to learn more about services and complete a referral form at <https://dwd.wisconsin.gov/dvr/referral/>
- » **By Phone:** Contact the local DVR office to speak with a counselor and start the application process.

Early involvement with DVR can help students explore career options, gain work experience, and transition successfully into employment or further training after high school.

Aging and Disability Resource Center (ADRC)

The Aging and Disability Resource Center (ADRC) plays a vital role in supporting high school students with disabilities as they transition to adulthood. The ADRC provides information, resources, and support to help students and families plan for life after high school, including education, employment, independent living, and community participation. The ADRC provides a variety of services to students:

- » **Benefits Counseling:** Assistance with understanding and applying for Social Security (SSI/SSDI), Medicaid, and other public benefits.
- » **Long-Term Care Options:** Information on programs such as the Children's Long-Term Support (CLTS) waiver and Family Care and IRIS programs for adults.
- » **Guardianship and Decision-Making Support:** Guidance on supported decision-making agreements, guardianship, and power of attorney options.
- » **Independent Living Resources:** Information on housing, transportation, and assistive technology to support community living.
- » **Advocacy and Referral Services:** Support for self-advocacy and connections to community organizations that provide additional resources.

By proactively working with the ADRC, students with disabilities and their families can better navigate the transition to adulthood and access the supports they need for a successful future. Many services, such as long-term care programs, have waitlists or eligibility requirements that take time to process. Ideally, families should connect with the ADRC by age 17.5 to ensure a smooth transition to adult services at age 18.

COMMUNITY AGENCIES

Living Our Visions Inclusively (LOV Inc.)

Living Our Vision Inclusively (LOV Inc.) is a nonprofit organization dedicated to fostering inclusive communities where individuals with disabilities can thrive. Based in Wisconsin, LOV Inc. focuses on supporting people with disabilities and their families by promoting self-determination, social connections, and access to community resources.

For students transitioning from high school to adulthood, LOV Inc. provides valuable resources and support, including:

- » **Self-Advocacy & Leadership Development:** Programs that empower young adults with disabilities to make informed decisions about their futures.
- » **Community & Social Engagement:** Opportunities to build relationships and participate in inclusive community activities.
- » **Independent Living Support:** Guidance on housing, transportation, and daily living skills to enhance independence.
- » **Employment & Postsecondary Education Resources:** Assistance in exploring job opportunities, vocational training, and continuing education options.
- » **Family & Caregiver Support:** Information and networking opportunities for families navigating the transition process.

LOV Inc. helps ensure that young adults with disabilities have the support and connections they need to lead fulfilling, self-directed lives.

Children and Youth with Special Health Care Needs (CYSHCN)

Children and Youth with Special Health Care Needs (CYSHCN) provides essential support for students with disabilities as they transition from high school to adulthood. Their services focus on helping young adults and their families navigate education, employment, healthcare, and independent living. Key resources include:

- » **Healthcare Coordination:** Assistance with accessing adult healthcare providers, managing medical needs, and understanding insurance coverage.
- » **Employment Support:** Connections to job training, vocational rehabilitation, and workplace accommodations.
- » **Independent Living Resources:** Information on housing options, transportation, financial planning, and self-advocacy skills.
- » **Family Support and Advocacy:** Workshops, peer support, and referrals to community resources to help families support their child's transition.

CYSHCN collaborates with schools, healthcare providers, and community organizations to ensure a smooth and successful transition to adulthood for students with special health care needs.

Access for Independence

Access for Independence provides support and resources to students with disabilities as they transition from school to adulthood. Their services include independent living skills training, advocacy, peer support, and assistance with accessing community resources. They help students develop skills for employment, education, housing, and daily living while promoting self-determination and inclusion. Additionally, they offer assistive technology services and guidance on navigating disability-related benefits and accommodations.

SUPPORTED EMPLOYMENT PROVIDERS

There are several supported employment providers in Dane County, WI, that assist students with disabilities as they transition from high school to adulthood.

- 1. MARC, Inc. (Madison Area Rehabilitation Centers)** – MARC provides supported employment services for adults with developmental disabilities in multiple locations across Dane County. Their programs focus on skill-building, personal development, and community inclusion, helping individuals gain and maintain employment in various settings. Contact: MARC, Inc via www.volunteeryourtime.org
- 2. Integrated Community Work (ICW)** – ICW has been serving Dane County for over 30 years, offering person-centered employment services. They collaborate with schools to help new graduates transition into the workforce and maintain relationships with local employers. Their staff provides ongoing support to individuals in their careers and community engagement. Contact: ICW via icwinc.org
- 3. Mobility Training & Independent Living Program (MTILP, Inc.)** – This organization provides a Supported Employment Program that helps individuals with disabilities find and maintain jobs. Services include vocational assessment, job development, placement, and ongoing training and support. They also work with employers to ensure successful job matches and workplace integration. Contact: MTILP, Inc. via mtilp.net

ADULT LONG TERM CARE PROGRAMS

Dane County offers several long-term care programs for adults with disabilities and older adults who require ongoing support. These programs, administered through Wisconsin's Department of Health Services, help individuals live as independently as possible while receiving necessary care. The primary options include IRIS (Include, Respect, I Self-Direct), Family Care, and Family Care Partnership.

IRIS (Include, Respect, I Self-Direct)

IRIS is a self-directed long-term care program that allows eligible individuals to design and manage their own care plan within a budget. Participants work with an IRIS consultant to develop a plan that meets their needs, including hiring caregivers, purchasing necessary equipment, and arranging services such as transportation or home modifications. IRIS provides flexibility and choice, but participants take on more responsibility for managing their care.

Family Care

Family Care is a managed care program that provides long-term services and supports through a Managed Care Organization (MCO). Members work with a care team, including a care manager and a nurse, to develop a care plan that ensures they receive necessary services while maintaining as much independence as possible. Services can include in-home care, personal assistance, transportation, meal delivery, and therapy. Family Care emphasizes cost-effectiveness and quality care while relieving participants of the administrative responsibilities found in IRIS.

Family Care Partnership

Family Care Partnership is an integrated health and long-term care program that combines Family Care's long-term support services with comprehensive medical care and prescription drug coverage. It is a Medicaid program that includes primary and acute medical care, along with home and community-based services. Participants have access to a care team, including a nurse practitioner, social worker, and medical providers, ensuring coordinated care across all aspects of health and support needs. This program is ideal for individuals with complex medical conditions who need a more intensive level of care coordination.

To qualify for these programs, individuals must be adults (18+), meet functional and financial eligibility requirements, and require long-term care services. Enrollment typically begins with an assessment through the Aging and Disability Resource Center (ADRC) of Dane County, which helps individuals determine their eligibility and select the most suitable program.

Each program offers unique benefits based on the individual's preference for self-direction, need for medical care coordination, and level of support required.

ADULT DECISION MAKING

Supported Decision-Making (SDM) agreements and guardianship are two legal approaches that help individuals with disabilities manage their decisions, but they differ significantly in terms of autonomy, legal authority, and flexibility. Below is a comparison of the two:

Similarities Between Supported Decision-Making and Guardianship:

1. **Assist Individuals with Disabilities** – Both SDM agreements and guardianship exist to help individuals who may have difficulty making certain decisions due to a disability.
2. **Involve Support from Others** – In both cases, a person (or group of people) assists the individual in decision-making.
3. **Can Address Multiple Areas of Life** – Both can involve decision-making in education, healthcare, finances, and daily living.

| Aspect | Supported Decision-Making | Guardianship |
|-----------------------|---|---|
| Autonomy | The individual retains all legal rights and makes their own decisions with support from trusted advisors. | The guardian is given legal authority to make decisions on behalf of the individual, potentially limiting their autonomy. |
| Legal Status | SDM is a voluntary agreement and does not require a court process. The individual chooses their supporters. | Guardianship is a legal process requiring a court order. The court appoints a guardian. |
| Decision-Making Power | The individual makes the final decision, even with input from their supporters. | The guardian has the legal authority to make decisions, and the individual may not have the final say. |
| Flexibility | The agreement can be adjusted or ended at any time. | Guardianship can only be modified or terminated through the court process. |
| Scope of Support | Focuses on empowering the individual with guidance and assistance. | Can be limited or full, meaning the guardian might control all aspects of the individual's life. |

Is One Better Than the Other? It depends on the individual's needs:

- » **SDM is often preferred** when an individual has the capacity to make decisions but benefits from support and guidance. It promotes self-determination and independence while still allowing the individual to receive help.
- » **Guardianship may be necessary** when an individual lacks the ability to make informed decisions due to significant cognitive or developmental disabilities, severe mental illness, or other impairments. It provides a legal safety net for individuals who are unable to protect themselves from harm or exploitation.

Whenever possible, Supported Decision-Making is considered the least restrictive option, aligning with the philosophy that individuals with disabilities should have the maximum possible control over their own lives. Guardianship should be considered only when no less restrictive alternative can adequately support the individual's needs.

Adult Benefits and Economic Support

The Social 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.

ADULT BENEFITS & ECONOMIC SUPPORT

The Social Security Income (SSI) disability program provides assistance to people with disabilities. Both children and adults can qualify for SSI if they are found eligible. The Aging and Disability Resource Center is a great place to start if you need support while applying for SSI on behalf of your child.

In Wisconsin, families seeking Supplemental Security Income (SSI) benefits for a child with a disability must go through a multi-step process with the Social Security Administration (SSA). Here's a step-by-step guide to help navigate the process:



Determine Eligibility for a Child Under the Age of 18

Step 1: General Information

To qualify for SSI benefits, the child must meet both medical and financial eligibility criteria.

A. Medical Eligibility (Disability Determination)

The child must:

- » Be under 18 years old.
- » Have a physical or mental condition that:
 - » Seriously limits their ability to perform daily activities.
 - » Has lasted or is expected to last at least 12 months or result in death.
- » The condition must be listed in the SSA's Listing of Impairments or be as severe as a listed condition.

B. Financial Eligibility (Income & Resources)

- » Parent's income & assets are considered (if the child lives at home).
- » In 2024, a two-parent household must have countable income below approximately \$4,273/month (for one eligible child).
- » The family's total countable resources must be below \$2,000 (child) or \$3,000 (if two parents are married).

Note: Some income and assets, such as the family's primary home and one vehicle, are not counted.

Step 2: Gather Documentation

Before applying, gather the following:

- » Medical records (doctor's notes, diagnoses, hospital visits, therapy reports, school evaluations).
- » IEP or 504 Plan (if applicable).
- » School records (standardized test scores, teacher observations, special education reports).
- » Parent and child's Social Security numbers.
- » Birth certificate.
- » Financial documents (pay stubs, bank statements, tax returns).

ADULT BENEFITS & ECONOMIC SUPPORT

Step 3: Apply for SSI Benefits

You can apply in the following ways:

- » Start Online (Recommended)
- » Begin the Child Disability Report at the SSA website: www.ssa.gov.
- » This form collects details about the child's condition and how it impacts daily life.
- » Complete the Application Over the Phone or In-Person
- » Call 1-800-772-1213 (TTY: 1-800-325-0778) to schedule an appointment.
- » Visit a local Social Security office

Step 4: Disability Determination Process

After applying, the case is sent to the Wisconsin Disability Determination Bureau (DDB). This state agency:

- » Reviews medical evidence.
- » May request additional medical exams (free of charge).
- » Consults with doctors and specialists to determine if the child meets the disability criteria.

Processing Time: The decision usually takes 3 to 6 months, depending on case complexity.

Step 5: Receive a Decision

- » Approval: The family will receive a notice with benefit details and the monthly payment amount.
- » Denial: Families have the right to appeal within 60 days.

Appeals Process:

1. Reconsideration: Request a review if you disagree with the decision.
2. Hearing with an Administrative Law Judge (ALJ): If reconsideration is denied.
3. Further Appeals: Cases can go to the Appeals Council or Federal Court if necessary.

Step 6: Maintain Eligibility & Report Changes

Once approved:

- » Report changes in income, assets, or medical condition to SSA.
- » Participate in periodic reviews to confirm the child still qualifies.
- » Consider additional support programs like Medicaid (SSI recipients in WI typically qualify for BadgerCare Plus).



ADULT BENEFITS & ECONOMIC SUPPORT

Determine Eligibility for a Child Age 18 or Older

1. Medical Eligibility Uses Adult Disability Standards

- » Before 18, a child qualifies for SSI if their condition severely limits their ability to function in age-appropriate activities.
- » After 18, the student must meet adult disability criteria, which require proving they cannot engage in substantial gainful activity (SGA) due to their condition.

SGA Limit (2024): If the individual earns more than \$1,550/month from work, they generally won't qualify.

The SSA's Listing of Impairments is now used to assess disability under adult standards.

2. Parent's Income & Assets No Longer Count

Before turning 18, a child's SSI eligibility is based on their parent(s)' income and resources.

- » At 18, only the young adult's own income and assets are considered.
- » This means a student who was previously ineligible due to parental income may now qualify.

Resource Limits:

- » Must have less than \$2,000 in countable assets (e.g., cash, bank accounts, stocks).
- » Certain assets like a primary home, one vehicle, and ABLE accounts are not counted.

3. Age-18 Redetermination (If Already on SSI as a Child)

- » If a student already receives SSI, the Social Security Administration (SSA) automatically reviews their case after they turn 18.
- » This Age-18 Redetermination checks if the individual still qualifies under adult disability rules.
- » Possible Outcomes:
 - » Continued SSI benefits if they meet the new criteria.
 - » Loss of benefits if SSA determines they no longer meet the adult disability standard.

Appealing a Denial: If benefits stop, the young adult can appeal within 60 days and may request continuation of benefits while appealing.



ADULT BENEFITS & ECONOMIC SUPPORT

4. Age 18 Determination (If not already on SSI as a child)

- » Apply Online or Schedule an Appointment
 - » Online: www.ssa.gov
 - » Phone: 1-800-772-1213
 - » In-person: Local SSA office
- » Gather Documentation
 - » Medical records, IEP/504 Plan, psychological evaluations
 - » Proof of income and assets
 - » Work history (if applicable)
- » Disability Determination Process
 - » The Wisconsin Disability Determination Bureau (DDB) reviews the case.
 - » The process takes 3 to 6 months.



5. Student Earned Income Exclusion (SEIE) Encourages Work

- » If the individual is still a student (high school, college, vocational training), they can earn up to \$2,290/month (up to \$9,230/year in 2024) without affecting SSI payments.
- » This allows students to work part-time while still receiving benefits.

6. Ticket to Work & Vocational Rehabilitation

- » Once 18, individuals can enroll in Ticket to Work programs, which provide job training, education, and career planning while keeping benefits.
- » Wisconsin's Division of Vocational Rehabilitation (DVR) offers additional support for job placement.

APPENDIX

Deciding what to do after high school can be overwhelming!

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?) <hr/> <hr/> <hr/> | COMMUNITY What do I see myself doing? (Examples: volunteering, recreation activities, going to church, join a club/organization, shopping, dating/relationship) <hr/> <hr/> <hr/> |
| EDUCATION Do I need specific training or a certificate/degree for the job/career I'd like to pursue? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what education/training will I need? <hr/> <hr/> <hr/> | INDEPENDENT LIVING 1. 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?) <hr/> <hr/> <hr/> |
| TRANSPORTATION How will I get around? (Examples: My own vehicle, public transportation, walk, ride bicycle, catch rides with family/friends, etc.) <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | 2. Do I know what I need to do to reach this goal? (Examples: Paying bills, banking/budgeting, renting/leasing housing, etc.) <hr/> <hr/> <hr/> |
| | 3. How will I take care of myself? (Examples: Going to the doctor, cooking, cleaning, groceries, etc.) <hr/> <hr/> <hr/> |

APPENDIX

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

Adapted from Transition Services outlined in PTP from witig.org

APPENDIX

NOTE

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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)

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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

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CATEGORY

3

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.

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

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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

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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

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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

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MISSION STATEMENT

"Committed to Children...Committed to Community...Committed to Excellence"

VISION STATEMENT

The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.

DISTRICT WEBSITE

www.waunakee.k12.wi.us

Document Produced: February 2025