

School and DVR Collaboration

For youth with more significant barriers to employment, applying for Division of Vocational Rehabilitation (DVR) services *at least two years prior to graduation* is a critical step toward successful, gainful employment. During transition, teachers and DVR counselors *share* responsibility to coordinate plans and help students achieve their post-school employment goals.

Tips to Increase Collaboration:

- ⊙ **Arrange a meeting for the special education team with the school's DVR counselor at the beginning of each school year.**
 - Provide DVR with information about students who are ready or nearly ready to begin seeking employment.
 - Ensure that all students with disabilities and their families have the opportunity to get connected with DVR when the time is right for them.
- ⊙ **Host a 'DVR night' at school one or two times per year for students and their families.**
 - Invite your local DVR counselor or representative to provide an overview of DVR services and how to apply for services.
 - Include all current sophomores with disabilities and their families so they can attend and learn about DVR.
- ⊙ **Invite the DVR counselor to meet with students and their families during the school day.**
 - Set aside a room and arrange student and school staff schedules to participate as needed.
 - Meetings can take place periodically or on a regular schedule (i.e. once per month) depending on student needs and DVR counselor availability.
- ⊙ **Send home DVR information for students and families unable to attend meetings and gatherings and follow up with families to answer questions and provide assistance as needed.**
- ⊙ **Keep track of which students have applied for DVR and which still need to apply.** Provide assistance to students and families to gather information and complete the referral process on the DVR website.
- ⊙ **When students and families apply for DVR services, ask them to list the designated special education teacher/case manager or transition coordinator on the application so that releases of information can be sent from DVR to the school.**



- ⊙ **Provide a copy of the student’s IEP to the DVR counselor.**
 - Share what has already been done with the student in order to avoid duplication or starting over.
 - Use the “Guidance for Teachers Providing School Related Information to the Division of Vocational Rehabilitation (DVR)” document to determine what kinds of information to give DVR.

- ⊙ **Request a copy of a student’s plan with DVR so that IEP and Transition plan goals can be aligned with the DVR plan.**

- ⊙ **Keep students active and engaged in planning by developing career exploration and work experiences with them.**
 - Schedule time to sit down with each student every couple weeks to review what has been done.
 - Make a list with the student and email it to the DVR counselor as an update.

- ⊙ **Consider helping students create a Google account and email so that they can log their job shadows, tours, work experiences, career inventory and assessment results, etc.** This document can be shared with the DVR counselor and can also go with the student once they leave high school.

- ⊙ **Invite the DVR counselor to the annual IEP/transition planning meeting or schedule a separate meeting with DVR to discuss what’s working, what’s not working, and how to improve and make changes this year.** Develop a specific action plan to make progress toward the employment goal.



Additional Resources

[Guidance for Teachers Providing School Related Information to DVR](#)

[Transition Action Guide](#) & [Online Training Module](#)

[WI Division of Vocational Rehabilitation Website](#)