

MARK YOUR CALENDARS:

We hope you can join us for the 2018 Wisconsin Statewide Transition Academy and Youth Track. This event will be held at the Wilderness Glacier Canyon Conference Center in the Wisconsin Dells on October 17th and 18th.

More information and registration will be coming soon!

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Updates from DPI

BY: Nancy Molfenter, WDPI Grant Director

Is it spring yet? Not quite, and the worst of the winter weather seems to have saved itself up until February for us this year. Be careful driving around out there over the next few weeks until the semi-permanent thaw begins to appear. In the last TIG Times issue, we shared information about the **Transition Incentive Grant** program paid based on Indicator 14 survey outcomes. Please be sure your district takes action by the end of this month to get on the list to participate during the summer in order to be eligible for funding (see related article in this issue). And, we have another exciting opportunity to share with you!

Starting in FY19 (the fiscal year that begins on 7/1/18 and runs through 6/30/19), \$1,500,000.00 was allocated in the state budget for a new categorical aid grant program called the **Transition Readiness Grants**. This categorical aid program was established to help identify and develop competitive work opportunities for pupils with disabilities who are currently not served adequately by existing programs. This program will fund research-based transition to employment support services, including activities such as: Project SEARCH internships, integrated competitive work experiences provided by the school/district or through a local vendor, dual enrollment/college/job training participation by students, pupil transportation (this can be contracted services or a vehicle purchase for transition service provision), and professional development for school personnel with attached credentialing.

The Transition Readiness Grant funding will not impact Maintenance of Effort (MOE). Grant recipients will have expenditures (e.g. – Project SEARCH tuition, contracted vocational services to provide work experience and skills training on the job, transportation to Project SEARCH or community work experience locations, a vehicle, student dual enrollment or job training program cost, tuition to send a teacher to a

transition credentialing program) and will need to submit invoices to DPI to be reimbursed up to the amount of the grant award based on the approved application and budget. Thus, this program will be a direct expenditure-reimbursement arrangement. Grant awards from DPI must be **no less than \$25,000, and no more than \$100,000**.

The Transition Readiness Grant awards will be determined based on a competitive process with the application being released by DPI no later than **March 5th, 2018**. Completed applications will be due back to DPI no later than 11:59 pm on **Tuesday May 15th**. Applications received after that time will not be reviewed. Notification of grant awards will be sent to the primary contact included on the application by **Monday June 4th**.

We look forward to reading your applications during the second half of May!



It is with mixed emotions that I share the news that I have decided to move into a new position with the Department of Public Instruction and will no longer be directing the Transition Improvement Grant. After next week, I will begin serving as the Alternative Education and GED statewide consultant on the Career and Technical Education team. With the overlap of students, families, and practice implementation, I hope to collaborate regularly with TIG and see many of you at transition and DPI events. In the meantime, stay calm, carry-on with transition, use the *WiTransition* app, and get those students out for work experiences!

*My Best,
Nancy*

Maintaining or Increasing Response Rates during the 2018 Indicator 14 Survey

By: Jenny Jacobs, Post School Outcomes Outreach

Special Education Directors and Directors of Pupil Services have received notification of changes to the upcoming 2018 Indicator 14 Survey. Seventy-seven districts with a secondary population are in a required participation year for Indicator 14, and do not need to do anything at this point in time. All remaining districts and independent (2x and 2r) charters with a secondary population have been invited to participate in the 2018 Indicator 14 survey. Survey participation is required in order for districts to have qualifying surveys for the Special Education Transition Incentive Grant funding that is available in the state budget for up to \$1,000 per qualifying survey. A qualifying survey is one in which the youth was reported to have been in higher education, job training, and/or competitive employment since exiting the school district. Districts have until February 28th to respond on the status of their district participating in the survey by having the Special Ed Director or Director of Pupil Service log into the www.wipso.org website, clicking on the link "2018 Elective Survey Participation" and then indicating "yes" or "no" as to their district's desire to be part of the 2018 survey.

This year TIG staff along with previously trained interviewers from around the state will be conducting the Indicator 14 Survey at no cost to districts. Exiters are only going to be asked the required questions for Indicator 14, which are the same questions required for the Special Education Transition Incentive Grant funding. The biggest concern about this change is developing a plan to keep the statewide response rate high since district staff will no longer have the opportunity to contact their own students. Suggestions of ways district staff can assist in keeping the response rate high include:

- Add the name of the interviewer on the letter that schools send out to exiters before the phone call is made. Jenny Jacobs will be letting all participating districts know the name and contact information of the interviewer assigned to their building. Districts who mail out letters have a higher response rate compared to those who do not mail letters.
- District staff can verify the contact information that the district has on file for each exiter by making a phone call to the exiter, verifying that the number is accurate, and then sharing with the exiter information on the

upcoming survey phone call.

- Once the exiter list is added to the www.wipso.org website, verify that the list is accurate and all possible contact information for each exiter is added. The more ways an interviewer has to contact a former student increases the likelihood of a successfully completed survey.
- Designate a staff or two in district who will monitor the district's survey progress over the summer. If phone numbers are no longer active, staff will search out alternative numbers to add to the www.wipso.org website for the interviewers to call. If an exiter declines to participate in the survey, district staff can connect with that former student and encourage the student to participate in the phone survey. Districts can determine how staff will be compensated for their work over summer.
- Districts can consider hosting an event in which exiters are invited to the school and then double check exiter contact information.
- District staff have used Facebook, friends of friends, and other relatives as means of getting up-to-date contact information for district exiters. Just remember that you can tell individuals that a survey is being conducted, but do not indicate that the survey is for former special education students only.

As more and more districts participate in the Indicator 14 survey in a non-required participation year, districts can take numerous steps while students are in their final year of school to increase participation in the survey. Districts can collect alternate phone numbers and personal emails during the last year of school, many have shared that this is something that is done during an exit IEP meeting or when completing the Summary of Performance paperwork. There is a video located at www.wipso.org titled "What's Up?" and a brochure that can be printed and sent with students also. The more preparation that students have while in high school, the greater the likelihood that they will respond positively to the Indicator 14 phone call.

Congratulations to all districts and independent charters with qualifying surveys from the 2017 survey! Your district has been notified of the amount of grant funding to be awarded. As a reminder, the funds from the Transition Incentive Grant program will be paid from DPI via electronic funds transfer no later than June 30, 2018. These funds should be coded 697 in fund 27 with no attached expenditures and no restrictions on use of the funds. Funds from this grant program reduce the amount of district local dollars spent and will not be pulled into maintenance of effort.

Driving the PTP with Age Appropriate Transition Assessments: Career Interest Inventories for All Learners

By: Jen Hilgendorf, Southeastern Regional Coordinator

When choosing an Age Appropriate Transition Assessment, it is important to make sure that it fits each student's unique learning needs in order to glean the most information to drive planning transition services for students. It is important to remember that there is not a one size fits all approach to assessing students. The showcased Career Interest Inventory takes a new look at how to engage students and families in the process.

Assessment Title: Pictorial Interest Inventory

Assessment Link: https://www.cves.org/wp-content/uploads/2015/08/Pictorial_Interest_Inventory_template_SHEN.pdf

This assessment was developed by Champlain Valley Educational Services out of New York State. The purpose of the assessment is to provide students, who require an alternative format to text, the opportunity to view and discuss career

interests using age appropriate images of adults in their jobs. The survey goes through 16 opportunities for the student to select the career that appeals most to them. At the end, the assessor has the opportunity to score the assessment and share with the student the career pathway that they identified was of greatest interest to them. The student then has the opportunity to view specific careers in that pathway and do additional research around that career.

This survey allows for the assessor to provide this assessment to students in multiple formats. Think about how you could add the use of a SMART board, printed images, or assistive technology to engage the student. For additional age appropriate transition assessments, check out the TIG Age Appropriate Transition Assessment Livebinder.

Livebinder Link: <http://www.livebinders.com/play/play?id=1596511>

Wisconsin County Communities on Transition (CCoTs)

By: Kathy Tuttle, Northern Regional Coordinator

Wisconsin County Communities on Transition (CCoT's) continue to be "leading through convening" even with snow days! Many CCoT's are planning for upcoming events for students to increase transition outcomes. Others continue to meet to share and create resources for educators, agencies, families and youth.

Through the National Community on Transition, much discussion has taken place and many states have shared information around CCoT's and what makes and maintains a good CCoT. CCoT's must often remind themselves of their purpose: "To promote effective transition, increase parent involvement, establish local collaboration, identify local issues and suggest possible resolutions". Often the CCoT's are thought of as agencies coming together for the schools. This should not be the case. CCoT's are meant to increase transition services for students which includes a community in making sure each student has a positive post school outcome through communication and collaboration amongst the districts, agencies, parents and youth.

Below is a list of ten tips for growing and maintaining a CCoT:

1. Have a shared vision and mission
2. Establish committees....share the load
3. Rotate leadership so not just one person is taking on the responsibility

4. Have cross-systems representation on committees
5. Collaborate and build relationships with each other to find the needs of the community
6. General meetings focus on hospitality, networking, and presenters
7. Create products that will benefit all individuals on the team (i.e. transition materials, websites)
8. Create programs/activities that will assist in increasing employment and higher education opportunities for students (i.e. transition resource events, student events, a community conversation, an amazing race to employment)
9. Engage youth, families and businesses in your meetings and events
10. Communication is key (i.e. list serves, doodle polls) to assure the highest attendance at each meeting

If you would like to join a CCoT or the CCoT in your area is in need of some restructuring to get back on track, contact your regional TIG Coordinator. To locate your regional TIG Coordinator, go to <https://www.witig.org/contact-us/>

"Collaboration works when transition teams are focused on outcomes and purpose"

Kelly Crane; Center on Transition to Employment

Paving the Way: Inspiring Students to Discover Success

By: LaNae Jabas, Central Regional Coordinator



“A journey of a thousand miles begins with a single step.”
-Lao Tzu

The school district of Manawa has taken a huge step forward to ensuring positive post school outcomes for student with disabilities through recently revamping their Transition Program. The momentum for creating change was sparked when Danni Brauer, Director of Special Education/Curriculum, heard the following quote given by Jenny Neugart, Project Coordinator for Let’s Get to Work, “We have a big culture of low expectations. The values need to change. Youth with disabilities need to believe that they belong in the community. Everybody has something to offer.” Brauer took a closer look at the program they were offering and found students were not receiving outside employment agency support due to staff vacancies, minimal opportunities to build job skills both in school and out in the community, along with students having a hard time answering the question, “What do you want to do when you grow up?” Based on these findings, Brauer and her Special Education Transition Team were given the district support needed for creating a program that would cultivate the skills and knowledge students needed for life after high school. The following were key factors for creating a sustainable and transparent program:

- Evidence shows that for students to generalize life, social, and employability skills, they need to practice the skills in authentic settings.
- Students need assistance integrating into the community.
- Staff need a more accurate way to determine student preference and skills when it comes to future employment.
- Students need training in soft skills in authentic tasks and environment.
- Students need opportunities to experience different jobs through job shadowing, volunteer experiences and paid positions.
- Students and staff need time in their schedule to complete these tasks.

The goal of 100% of students with IEPs will graduate Little Wolf Senior High with a competitively paid job and/or accepted to postsecondary education was also created.

To ensure the Transition Team had an evidence-based vocational tool to guide the process, they purchased the Practical Assessment Exploration System (PAES) a simulated workplace curriculum that gives a performance based assessment for students at most levels of disabilities, including non-readers. The lab provides an opportunity for students to try six different jobs for each of the five strands: Construction/Industry, Consumer/Service, Business/Marketing, Computer Technology, and Processing/Production. In addition, the Transition Team found an authentic site, a vacated business space in the downtown area, to house the new program. Shortly after the start of the 2017/2018 school year, the new program was up and running. When asked the impact it has had on students, Ms. Brauer stated, “I have already seen so much growth in the students who are in the ‘Paving the Way’ program. Students are more engaged in school than I have ever seen them and they can talk about their futures in realistic and specific terms”.

Brauer hopes to expand upon the program over the years so that it will eventually include a student-led business (Bakery and/or School Store), Independent Living Skills strand held in an apartment setting, and increase collaboration with local businesses to actively engage our students in on-the-job training for a modern workforce.

The school plans to host an open house on March 22, 2018. For more information contact Danni Brauer dbruarer@cesa6.org or (920) 596-5301.

One way to keep momentum going is to constantly have greater goals.”

-Michael Korda

The Added Benefits of Youth Apprenticeships for Students with Disabilities

By: Brian Kenney, Southern Regional Coordinator

Around Wisconsin numbers are on the rise for Youth Apprenticeship participation and this trend will likely continue with the emphasis being placed on students gaining relevant employment experiences while they are still in high school that connect them to gainful employment opportunities after they graduate. The benefit to students engaging in Youth Apprenticeships is tremendous:

1. Receive a state of Wisconsin Youth Apprenticeship Certificate
2. Valuable feedback is given from an employer through the process of certification and completion of required checklists for your pathway(s).
3. Crucial safety and core performance instruction is given to Youth Apprenticeship participants the same as any other employee in the business
4. Youth Apprenticeships can become value added by deciding to complete a Level 1 for 450 hours of paid work at minimum wage or higher or they can continue their intense programming for a Level 2 for an additional 450 hours with more intense immersion within the various pathway(s).

For students with disabilities, Youth Apprenticeships can be a real true partnership with many collaborative agencies working together. If a student begins their employment journey at a job site through a service provided by an outside agency, they can enhance that experience with a Youth Apprenticeship. One of the biggest questions I receive relates to this situation.

Question – If a student is working in a job that was tied to a

Temporary Work Experience or Youth on the Job Training (both work based learning incentive programs through DVR) can we still utilize a Youth Apprenticeship provided they meet requirements?

Answer – YES you can. The Youth Apprenticeship requires a specific training agreement, related instruction, 450 hours of paid employment at minimum wage or higher and a requirement to complete a checklist to document the requirements are being met for the credential. DVR services to help students gain employment experiences can go right along with the beginning journey of a Youth Apprenticeship.

Question – What if my student can only work 5-8 hours per week, how will they ever finish a Youth Apprenticeship and earn their certificate required hours?

Answer - Students can extend out a Youth Apprenticeship between the beginning of their junior year through the summer of their graduation year that they receive their diploma to finish the Youth Apprenticeship. If a student stays past the age of 18 and let's say they participate in an 18-21 year old program, they can continue working on their hours to earn their level one credential.

Be sure to have open and consistent conversations with your school district assigned Career & Technical Education contact as well as your School Counselor to get more details on the Youth Apprenticeship Program – we have an amazing program in Wisconsin.

You can also visit the Department of Workforce Development Youth Apprenticeship webpage – <https://dwd.wisconsin.gov/youthapprenticeship/>



Wisconsin Youth with Disabilities Using Accommodations and Assistive Technology

Results of the 2017 Wisconsin Indicator 14 Post School Outcomes of 2015-2016 Exiters with Disabilities

By: Mary Kampa, Post High School Outcomes & Culturally & Linguistically Responsive



“Act as if what you do makes a difference. It does.”

-William James

“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

-Albert Einstein

During the 2017 Wisconsin Post School Outcomes Survey (WiPSO), interviewers attempted to contact 4164 former students (exiters) who exited their secondary placement with a diploma, a certificate of attendance, by reaching the maximum age of eligibility or by dropping out. Of those, 2285 were successfully contacted, for a 55% response rate.

Of the exiters contacted, 887, or 39%, participated in some type of postsecondary education or training. The below table indicates the main person students contacted for assistance when attending postsecondary education.

350	39%	Counselor-Advisor or Disability Specialist on-campus
105	12%	Classroom Professor or Teacher on-campus
28	3%	Disability Specialist off-campus, from a community agency such as DVR
380	43%	No one
24	3%	Don't know / Declined / No answer

The majority of individuals who sought assistance worked with a Counselor-Advisor or Disability Specialist on-campus to assist them with their classroom issues related to academics. Classroom Professors and Teachers on-campus were also seen as helpful followed by a low percentage of off campus specialists and agencies.

Working with a disability specialist on campus is the way students develop an accommodation plan and have that plan consistently implemented in classes. This indicates that nearly 40% of those Wisconsin youth who participate in a postsecondary education or training program worked with a Counselor-Advisor or Disability Specialist on-campus to assist them. A classroom teacher or professor can offer some type of accommodation in their classroom.

This also indicates the need to connect high school students with campus disability specialists to discuss needed assistive technology and accommodations, and to make sure there is a transition plan that is compatible with allowable accommodations in continuing education settings as over 40% did not connect with anyone on or off campus. It also underscores the importance of including this information in the students' Summary of Performance.

Youth used the following types of assistive technology (AT) and accommodations in high school.



Wisconsin Youth with Disabilities (Continued)

An **assistive technology (AT) device or software program**, such as: Smart Pen, Calculator, Computer or iPad to work or take notes or tests, including Kurzweil, Audio books, voice recorder/amplifier/FM, recorded lectures / Assisted listening or closed captioning / TTS (text to speech) / Google Read/Write

230	26%	Yes, and it was very helpful
89	10%	Somewhat helpful
17	2%	Not very helpful

A **person** that provides accommodations, such as: One-one-one assistance, Coach(ing) or Tutoring / Center-based assistance / Notetaker/ Writer or Scribe / Reader / Interpreter

253	29%	Yes, and it was very helpful
74	8%	Somewhat helpful
12	1%	Not very helpful

Accommodations to the **schedule, work load or classroom**, such as: Shortened assignments or accommodations / Extra or extended test or assignment time / Test retakes / A quiet place to work or take tests.

350	39%	Yes, and it was very helpful
99	11%	Somewhat helpful
18	2%	Not very helpful

The following best describes the former student's continuing use of assistive technology (AT) and/or accommodations at their place of postsecondary education or training

278	31%	Continued to use similar types of assistive technology (AT) and accommodations and they have been very helpful
28	3%	Continued to use similar types of assistive technology (AT) and accommodations but they have not been very helpful
30	3%	Continued to use assistive technology (AT) and accommodations but they are much different than when in high school
474	53%	Did not continue to use assistive technology (AT) and/or accommodations at their place of postsecondary education or training

Documenting a student's disability so they can get the AT and accommodations they need when continuing their education is a transition activity that should occur while the student is in high school. To begin to understand this process, visit the [Wisconsin Disability Documentation Guide](#), a joint publication between the Wisconsin Department of Public Instruction, the UW System, and the Wisconsin Technical College System.

Want to know your local exiters experiences with AT and accommodations? Go to www.wipso.org. On the upper left-hand links, click the "Indicator 14 Report", then select your district. This will show you the most recent year your district, or any other district, participated in the Wisconsin Indicator 14 Post School Outcomes Survey. You will see the Indicator 14 number and percentage of youth engaged in continuing education and employment. To see the results of all survey questions, contact your district Director of Special Education (DSE) and ask to have an account created for you. Your DSE can log into the WiPSO website and create an account for you.

Questions? Contact Mary Kampa, WiPSO and Culturally Responsive Practices Coordinator at mkampa@cesa10.k12.wi.us or 715-416-0609.

TIG Summit

Supporting Youth with Mental Health Needs in Transition Planning

May 8, 2018
Crowne Plaza Hotel
4402 East Washington Avenue
Madison, WI 53704

We are excited to announce the Transition Improvement Grant (TIG) Summit focused on Mental Health and Transition. The summit will provide information and tools for educators, parents, agency providers and youth to build effective transition plans for students with mental health needs.

Sessions will focus on:

- New WDPI Mental Health Framework
- Experiences from the Educator, Parent and Student Perspective
- Social Emotional Learning
- Accessing Services
- Mindfulness
- And more . . .

Register today at <https://www.witig.org/event-details.html?id=4283>

For assistance with registration, contact Lisa Van Dyke at lisa.vandyke@cesa2.org or (262) 473-1446.
For more information on this event, contact Pam Jenson, TIG Project Coordinator at pam.jenson@cesa2.org or (608) 921-1400

For hotel reservations: Contact the Crowne Plaza Hotel at 866-424-0835. Please refer to the Transition Improvement Grant Group. This block will be available until April 11, 2018.



Visit our website at:

www.WiTIG.org

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