

Transition Improvement Grant (TIG) Professional Development Opportunities



Image courtesy of Stuart Miles, FreeDigitalPhotos.net

Catalog of Offerings



From School to Success...

The TIG project provides professional development opportunities through our Statewide Transition Academy, Transition Collaboration Network (TCN) meetings, face-to-face trainings, monthly webinars, on-line modules, phone and email consultations and PTP technical assistance. TIG also promotes the understanding and implementation of the transition requirements and the effective practices found in the Individuals with Disabilities Act (IDEA) of 2004.

For all your transition needs, visit www.witig.org

Registration for these opportunities is completely free and just a click away at www.witig.org!

To view online training modules: click here

To request an on-site training: click here

The screenshot shows the homepage of the Transition Improvement Grant (TIG) website. At the top, there is a search bar and a navigation menu with links for 'Calendar of Events', 'Find Services / Resources', 'Learning Communities', 'Transition in Wisconsin', 'Request Training', 'About TIG', and 'My Account'. A main banner features a smiling young woman in a bakery with the text 'Custom training helps ensure every child graduates career-ready.' Below this is a 'Calendar of Events' section with a timeline showing dates: May 27, May 28, June 2, June 13, October 16, and October 17. Some dates are marked with 'TIG' icons, while others are marked with 'OTHER' icons. A 'View all events' button is located at the end of the timeline.

r/Login account



Visit www.WiTIG.org to see what's happening in Transition Improvement in Wisconsin

Catalog of Professional Development

The catalog of professional development offers opportunities for staff development through a variety of formats; face to face trainings, online webinars, module series and individualized technical assistance to groups with a vested interest in enhancing transition services for students with disabilities.

Formats Available:

Online Training Modules: Prerecorded, online professional development opportunities that provide educators with the flexibility to view and complete at your own pace and on your own time.

After-School Webinars: Live internet-based delivery of trainings. Ask questions, listen to feedback and share in the conversation regarding a variety of informative topics on transition.

Technical Assistance: TIG staff members are available to assist in transition-related topics in a variety of settings.

Face-to-Face Trainings: One-day trainings geared to immerse transition educators in a variety of subject areas; Postsecondary Transition Planning, Community-Based Transition Options, School-to-Work practices, Post High School Outcomes data and interviewing, etc.

Meetings, Conferences: Transition Coordinators, educators, agency members, parents and community members come together to explore and discuss issues related to transition

Schedule of Events

Transition Collaboration Network (TCN) Meetings

It's like nothing you've ever been a part of, and something you'll kick yourself for missing out on. It's called the Transition Collaboration Network and it's in a location near you!

- October 16th, 2014 ~ 5:00-8:00 pm Glacier Canyon Lodge at Wilderness Resort, WI Dells
- December 5th, 2013 ~ 8:30-4:00 Holiday Inn, Madison
- March 10th, 2014 ~ 8:30-4:00 Best Western, Plover



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Transition Training Offerings

DPI's Online Modules

Each of these modules can be found at http://sped.dpi.wi.gov/sped_spp-transition

- Submit a PTP to DPI
- Complete a WSN Match
- PTP Reports
- Delete Duplicate PTP
- Create PTP
- Finish PTP
- Revise PTP
- Career Clusters 101 PTP Career Clusters
 - Pathways List Career Cluster/Pathway
 - Career Master List
- See more at: http://sped.dpi.wi.gov/sped_spp-transition#sthash.qGdpJhG.dpuf

Monthly Webinar Series

The Transition Improvement Grant will offer professional learning opportunities with our transition staff or invited guests to improve transition planning for students with disabilities. Webinar times will vary.

View the Catalog of Offerings monthly to see what professional development opportunities are available.

Coming in November.... TIG TECH Talk Tuesdays

Apps Track is a webinar series showcasing Apps that can assist with increasing positive postsecondary outcomes for students with disabilities. Presenters will provide live demonstrations of Apps related to education/training, employment and independent living. This series will air on the 2nd Tuesday of every month from 3:30-4:30 pm via ZOOM.

Assistive Technology Track is a webinar series showcasing various AT options available to increase positive outcomes for students with disabilities. Demonstrations will focus on assistive technologies available in the areas of education/training, employment, and independent living. Sessions will air on the 4th Tuesday from 3:30-4:30 pm via ZOOM.

Other Webinar topics to look for throughout the school year include:

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| Dual Enrollment | Dropout Prevention in Transition Age Students |
| Long Term Support and Employment | Trauma Sensitive Worksites |
| Using the Transition Improvement Plan (TIP) | Para Chats on Transition |
| Job Development 101 | Parent Planning for the PTP |
| Culturally Responsive Practices | Lesson Plans for Students to Create their PTP |



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In-Person Trainings

Available at your school/organization or in combination with other schools at your local CESA office...watch our calendar on www.WiTIG.org. Complete a request for training with preferred location and training dates at www.WiTIG.org.

Self-Advocacy Training

Self-advocacy means speaking up for oneself. It requires knowledge of personal strengths and challenges, understanding of rights as a citizen, and involves acting in an assertive manner to make needs known to others. Self-advocacy includes the following essential components:

1. Knowledge of self
2. Knowledge of rights
3. Communication
4. Leadership

During this seminar participants will explore a self-advocacy curriculum that helps students become self-advocates and discover their potential. All participants will receive a copy of the Becoming a Self-Advocate curriculum.

PTP Live Bootcamp

Join us for a PTP Workout! This workshop will help you “tone-up” your PTP skills through effective practice to get results for the students you work with. Throughout this training, you will get a refresher of the overall process of the PTP Application, understand roles of district users, ideas to engage students and parents in the transition process using the PTP, and get an overview of Indicator 13 compliance with examples of best practices in the PTP. How to use the PTP “LIVE” will also be demonstrated along with tips and tricks if internet access becomes unavailable! So get your workout in today!

Creating an Effective Summary of Performance (SoP)

The 2004 reauthorization of IDEA requires that “a public agency must provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s post-secondary goals. The issue, federal mandates did not include instructions regarding how to complete the SoP’s for transitioning students to post-secondary environments such as employment, education and adult living. In this presentation we will provide resources which focus on the Who, What, Where, When and Why to completing an effective SoP for students to use when transitioning from high school to adult life. This training is designed to target effective practices to increasing postsecondary outcomes.



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Empower the Para: Building Teams for Student Success

Student success happens with a team effort. This training will focus on how to build capacity in important members-your paraprofessionals. You will take away a framework for building and managing a positive team along with strategies and techniques for teaching skills needed for successful student transition outcomes. Be prepared for reflective practice time and begin planning for your specific district needs. You will leave with knowledge, resources and your own action plan.

Successful Life Outcomes for Students with EBD...It's all about Positive & Creative Connections!

“College and Career Ready.” This is the goal for ALL Wisconsin students. This training will focus on how to connect students with Emotional Behavioral Disabilities to success in their futures. You will take away a framework for success based on proven research and data. There will be “how to” strategies for identifying, building and maintaining community supports to increase stability, along with innovative approaches for individualizing academic programs that create a foundation for success, thereby fostering independence.

Building Community Relationships to Increase Employment Outcomes for Students with Disabilities

The purpose of this one day training is to focus on enhancing community relationships and partnerships to create employment opportunities for students with disabilities. With budget cuts and limited time as educators, these community relationships are more crucial than ever to find employment success for students. It is the goal of this training to bring you applicable ideas that can be done with limited or no funds. You will leave with the framework for creating a Community Conversation - a fun and creative way to pull together a diverse number of stakeholders and partners to address issues that matter most in a community. You will gather ideas implemented in other districts and be able to take them back to your team: planning community events, developing employment opportunities, creating school based enterprises, building agency connections, and more. Time will be provided to start planning your own Community Conversation. Be prepared to share activities and ideas you're currently implementing in your district – “beg, borrow, and steal” is the name of the game when it comes to creating exceptional transition programs for students in Wisconsin!

Create a Transition Improvement Plan (TIP) Using the Predictors of Post School Success

This interactive half-day is designed for school transition teams. The skills learned will assist educators in writing student Post School Transition Plans (PTP), demonstrate Teacher Effectiveness, and prepare students to be College and Career Ready. The TIP is located on the WiTIG website (www.WiTIG.org) and can be used by individual educators or school teams. Information will be provided on the TIP assessment, suggestions for improvement planning, and how to locate related resources and lesson plans. Participants will also learn about the post school outcomes survey and how to participate in an additional 90-minute interviewer training.



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Guided Review of District Indicator 14 Post School Outcomes

This interactive half-day is designed for school transition teams and can be combined with the one-half day TIP Professional Development for a full-day of training. District post school data and reports will be shared, and school teams will gain an understanding of the activities in which district youth are engaged one year after high school. Participants will determine the areas in which exiters are finding success, and which areas can be improved. Participants will also learn about how to participate in an additional 90-minute interviewer training so the district can conduct their own outcomes survey.

Interviewer Training for Conducting a District Post School Outcomes Survey

Following interviewer training, districts can now conduct their own interviews during the district's monitoring year (June – August), as well as in alternate years to track the results of transition improvement planning efforts. Participants will learn how to conduct their own outcomes survey and learn how to personalize the outcomes survey by adding district-specific survey questions and specific district programs in which students have participated to determine the outcomes of that programming.



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Transition Improvement Grant (TIG) Staff



Wendi Dawson is TIG Grant Director. She is a member of the Special Education Team at the Wisconsin Department of Public Instruction. She is also involved in several other DPI projects and collaborations, including the development and implementation of the Post Transition Plan (PTP) for students 14 – 21 attending school in Wisconsin. She is also liaison to the PROMISE Grant.



Although, some of you are acquainted with the vast work of TIG Grant & Data Coordinator, Pam Jenson, we'd like to take a moment to share a little bit about her with everyone. Pam's educational background includes a Bachelors and Masters Degree in Vocational Rehabilitation from the University of Wisconsin-Stout, with a concentration in the areas of Rehabilitation Counseling and Vocational Evaluation. For over 20 years, Pam has worked with individuals with disabilities in various transitional capacities including: residential, case management, school to postsecondary options, and vocational evaluation and training environments. She has consulted youth, teachers, parents, agency providers, businesses and community members regarding the pathways and benefits of transition, accommodations, and acceptance of persons with disabilities. Pam has worked in creative collaborations, such as participating in and creating short films and music videos, student conferences and student performances showcasing students promoting self-advocacy, the importance of transition, and other positive messages. She embodies the "from school to success" focus through the promotion of effective strategies and development of strong, committed transition teams. She brings her expertise, enthusiasm and excitement to ignite conversation about innovative and effective strategic planning that will bring measurable results in transition statewide.



Mary Kampa is the TIG Post School Outcomes Coordinator and holds an Education Specialist – Director of Special Education degree and a Master of Education – School Psychologist from the University of Wisconsin – Superior. She earned a Bachelor of Science Degree in Psychology and Biology from the University of Missouri, and began a Clinical Psychology doctoral program there before moving back to Wisconsin in 1984. Over the past 26 years, Mary has held positions as the Director of the Wisconsin Post High School Outcomes Survey (WHPSOS), Director of Special Education, School Psychologist, and supervisor for the Washburn County Alternative School. She started three county councils, and works closely with schools and adult agencies to provide transition services to youth with disabilities. In addition to her position as director of this statewide project, Ms. Kampa is currently the Needs Assessment Coordinator for the state Culturally Responsive Education (CREATE) project, and assists districts that have identified disproportionate populations of students in special education. Mary brings a thorough understanding of data trends and is a treasure trove of practical, effective and proven advice related to activities that will improve successful transition for students. In addition, she exudes boundless energy for and personal commitment to serving youth and families throughout the state of Wisconsin.



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Jenny Jacobs is the TIG Post School Outcomes Outreach Coordinator for the statewide Transition Improvement Grant (TIG). Jenny's first experience with special education and transition came, not from employment but, from her best friend's home. Her friend's parents adopted 10 children, many of whom had some type of disability that required special education. Participating in conversations regarding appropriate goals for school, transitioning between schools, and appropriate services at different age levels was part of everyday conversation. She was exposed to a parent's perspective of the importance of getting a driver's license and having the skills to be able to attend technical college, at an early age. Jenny earned a degree in psychology from UW-Madison and began a career in vocational rehabilitation at a not-for-profit rehabilitation center for over

ten years. She continued her education at Silver Lake College in Manitowoc, earning her certification as a middle/high school Cross-Categorical Special Education Teacher. Jenny worked as a transition coordinator for Calumet County for a year and a half, before serving as special education teacher, advocate and case manager at New Holstein High School. Jenny's focus is to improve school engagement through sharing individual school data and strategies to improve compliance with indicator 13. She will use effective data analysis and down-to-earth problem-solving skills to assist schools in implementing goal-orientated transition planning for students. She offers her insight in a positive and dynamic inter-agency, inter-collaborative manner that will help bring together solutions for successful transition statewide.



Jen Bourget is the TIG Statewide Urban Transition Coordinator and will be supporting CESA 1. She graduated with a Bachelor's Degree in Cognitive and Learning Disabilities from the University of WI Eau Claire. She taught for two years in La Crosse, WI at Southern Bluffs Elementary. Jen worked with students who had severe cognitive disabilities and multiple teacher assistants and therapists to help all students be successful. Jen completed her Master's in Education: Professional Development at UW La Crosse in 2008. She taught for four years at Veritas High School in Milwaukee as the Academic Resource Teacher and Transition Coordinator. Jen is starting her fourth year

with CESA #1 and has provided many different educational services to school districts throughout the area. She has an exciting and upbeat personality. Jen's focus area will be Culturally Responsive Practices.



Brian Kenney is the TIG Southern Regional Coordinator and will be supporting CESA's 2 & 3 through the CESA #5 office for the Transition Improvement Grant (TIG). He graduated from Marquette University, where he earned a Bachelors degrees in Psychology and Criminal Justice. He also received a Bachelors Degree in Social Work from Upper Iowa University, followed by a Masters degree in Education from UW Steven's Point. Brian completed 12 years of military service in the Wisconsin Air National Guard, USAF Reserves and Wisconsin Army National Guard. While completing his service, Brian earned an Associate's Degree in Search & Rescue from the Community College of the Air Force. He worked for 3 years as a Behavioral Specialist in a juvenile residential treatment center.

He is certified as a Cross-Categorical teacher for grades 6-12 and taught special education for 14 years. He spent the last 11 years at Wisconsin Dells High School, working in a variety of capacities: Special Education Teacher, School to Work Coordinator and Transition Coordinator. Brian is self-motivated and coaches power-lifting and Olympic weightlifting and he makes a mission of sharing his enthusiasm for team-building, including through activities that engage his audience wholly; mind and body. Brian brings his energetic style to instruct, inform and inspire team-building and to promote successful strategies to support students in transition as they build their winning team for success in work, education and in their communities statewide.



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Brenda Swoboda is the TIG Western Regional Coordinator and serves CESAs 4, 10 and 11. She graduated from the University of Wisconsin – Stout with a degree in Vocational Rehabilitation and Concentration in Independent Living. She then earned her Masters Degree in Education at UW – Stout, along with her Cognitive Disabilities teaching license for grades 7-12. She has worked as a special education teacher for 17 years, with 6 of those years as a Transition Coordinator at Holmen High School. During her time at Holmen High School, Brenda created the district’s 18-21 year-old community-based program and played an active role in the Let’s Get to Work Grant to increase employment outcomes for students with Intellectual Disabilities. She accompanied a school consortium to Washington DC, where students spoke at the national Capitol

about their jobs and what working meant to them. Along with increased employment for students with disabilities, Brenda actively supported strategies that successfully increased the rate and effectiveness of self-advocacy, transition planning, parent engagement, self-confidence, and greater involvement with regular education peers for students with disabilities. She has a commitment to community involvement shown through her organization of, participation in and service as facilitator for CCoTs (formerly known as TACs) in counties where her students resided. Brenda brings her proven hands-on experience to promote successful transition, team-building and community-involvement statewide.



LaNae Jabas is the TIG Central Regional Coordinator and will be supporting CESAs 5 & 6 through the CESA #1 office for the Transition Improvement Grant (TIG). She graduated from the University of Wisconsin - La Crosse with a Bachelors degree in Recreation Management and went on to earn a Masters Degree in Education from Saint Mary’s University of Minnesota. LaNae brings thirteen years of special needs experience ranging from vocational rehabilitation to secondary education. She began her work as a Special Needs Coordinator for Northwoods of Wisconsin, Inc., and continued into secondary education in a combination of roles as an EBD Teacher in Baraboo High School and Portage Middle School and as Transition Coordinator in both Baraboo and Portage School Districts.

She is an enthusiastic and energetic individual who wholeheartedly believes in transition and the positive impact that a “team approach” has when creating and implementing a transition plan for students with disabilities. LaNae’s professional approach is to use humor and enthusiasm to make trainings and interactions interesting, while connecting and collaborating with stakeholders.



Kathy Tuttle is the TIG Northern Regional Coordinator and will be supporting CESA’s 8, 9, and 12 for the Transition Improvement Grant (TIG). Her office is located at CESA 9 in Tomahawk, Wisconsin. She graduated from the University of Wisconsin–Madison with a B.S. degree in Behavioral Disabilities and University of Wisconsin–La Crosse with a M.S. in Professional Development. Kathy also has many hours of professional development over a wide range of educational topics and initiatives. Prior to joining the TIG Grant team she was an educator for over 25 years in Baraboo, WI. During those years, she taught students with disabilities K-12. Most recently she was the district transition coordinator and a high school classroom teacher for students with cognitive disabilities. Kathy has pioneered transition initiatives in her district and Sauk County. She left a legacy of strong postsecondary outcomes for students and families. Through her leadership and

collaboration, there remains an ongoing community effort to improve employment opportunities, independent living supports and postsecondary education connections for people with disabilities in the Sauk/Columbia County areas. Her experience and “can do” spirit creates relationships and connections which will become the driving force in making a difference in transition outcomes for our students and families statewide.



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