

# TIG TIMES



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**OCTOBER EVENTS:**

**Transition Collaboration Network (TCN) Meeting  
October 4<sup>th</sup>, 2016**

**Wisconsin Statewide Transition Academy:  
October 5<sup>th</sup>, 2016**

**College and Career Ready Youth Track: "Speak Up for Yourself"  
October 5th 2016**

*See page 5 for more details*

## Workforce Innovation and Opportunities Act (WIOA) Overview

By: Nancy Molfenter, TIG Grant Director, and Pam Jenson, TIG Project Coordinator

WIOA is the acronym for new federal legislation called the Workforce Innovation and Opportunity Act. It was signed into law in July 2014 to replace the portion of the Rehab Act formerly called the Workforce Investment Act (WIA), and new regulations for school services took affect in July 2016. WIOA creates both new opportunities and responsibilities for schools in partnership with the Division of Vocational Rehabilitation (DVR) to support students and youth with disabilities to transition from school to college and/or integrated employment in the community. WIOA aligns with DPI's agenda 2017, College and Career Readiness for all students.

The Wisconsin Department of Public Instruction (WI DPI) promotes the objective of educational services for all students as preparation for College and Career. Academic Career Planning is being used in many districts already and will be required for students in 6th–12th grade throughout Wisconsin starting in the 2017-18 school year. In addition, the federal Workforce Innovation and Opportunity Act (WIOA) includes the collaborative responsibility of school, vocational rehabilitation services and long term support to provide Pre-Employment Transition Services (Pre-ETS) to students. The Pre-ETS categories WIOA requires include:

- **Job exploration** counseling
- **Work-based learning** experiences, (which may include in-school or after school opportunities, experience outside the traditional school setting including internships, that are provided in an integrated environment)
- Counseling on opportunities in comprehensive transition or enrollment in **post-secondary education and training programs**

- Workplace readiness training to develop **social skills and independent living skills**
- Instruction in **self-advocacy**, which can include peer mentoring

Postsecondary goals and transition planning have been required under IDEA for many years – and the intent of the strengthened transition planning requirements in 2004 were intended to support better college and career outcomes for students who received special education services. As a part of the IEP, Postsecondary Transition Plans require goals for after high school in the areas of Education and Training, Employment and Independent Living as appropriate for the student's transition plan. Setting these goals must be supported by:

- An Age-Appropriate Transition Assessment
- Course of Study
- Transition Services
- Annual Goals

WIOA adds new requirements to extend the intent of previous transition planning and services included in IDEA. In addition to working in closer collaboration with DVR and ensuring the provision of Pre-ETS to students, WIOA also directs schools to engage students in community-based integrated employment and prohibits training or contracting for training on work that is paid at sub-minimum wages.

WIOA creates a great opportunity for School Districts and the Division of Vocational Rehabilitation to work together, share responsibilities, and create positive postsecondary outcomes for students with disabilities.

# DPI Updates

By: Nancy Molfenter, Wisconsin Department Of Public Instruction, TIG Grant Director

## College and Career Ready IEPs

DPI recently launched a set of informational materials and sample forms for implementing College and Career Ready (CCR) IEPs. We encourage you to take a look at information of interest at:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/rda-ccr-iep-five-step-process.pdf>

The CCR IEP process was designed to support high expectations and improved outcomes. The Postsecondary Transition Plan (PTP) remains a required portion of the IEP for students 14 and older.

Speaking of the PTP, a few announcements and reminders .....

### What's New with the PTP?

At this time, the PTP and Demo site applications are experiencing issues. We continue to work on these issues and appreciate your patience in this process. Below are a few updates we would like you to be aware of:

- After a few days of not functioning the second week of September, the Demo site should remain available.

- Watch for updates in the Learn More tabs of both the Demo site and PTP later this fall.
- Transition Service options on the PTP have been revised to make them more user-friendly for students, family members, and teachers alike. Plus, the categories are aligned with new requirements under the Workforce Opportunity and Innovation Act (WIOA). Information can be found here: <http://www.witig.org/wioa-have-you-heard-about-wioa.html>
- WISE ID (formerly WSN) matches will not be available until mid-late October. This will be an issue for students new to a district and students who did not get transferred from middle to high school. In these cases, create a new PTP, print and send a hard copy with the rest of the IEP to the student and family, and submit to DPI after the WISE ID match can be made. <http://witig.org/resource-link.html?id=32754>
- As a reminder, a good option for students already in your system is to use the revise tab to update a PTP.

- We have received reports that students are showing up in district PTP systems who should not be there and at the same time users are not able to find other students who should be in the district's system.
- To assist with beginning of the year PTP reminders, please review this link <http://witig.org/resource-link.html?id=32574>

The development team has been working to fix issues as quickly as possible.

### What's New with ACP?

Many districts are gearing up for full implementation of Academic Career Planning with the requirement for students 6<sup>th</sup> grade and up less than a year away. The Academic Career Planning process can be a tremendous asset to students with IEPs and their teams. In fact, the ACP process can serve as one means of delivery of age-appropriate transition assessment and serve as one transition service in the category of Career Counseling. There is an array of great information available at: <http://dpi.wi.gov/acp>

# Coming SOON: Wisconsin Tools for Self-Directed Transition Planning!

By: Brenda Swoboda, Western Regional Coordinator

Welcome back to another exciting school year filled with transition planning successes! The TIG team has been working for the past few months on two new tools that will increase self-direction for students with disabilities in Wisconsin. The anticipated roll-out date will be our upcoming Wisconsin Statewide Transition Academy on Wednesday, October 5<sup>th</sup> in Wisconsin Dells!



The first tool is an App called *WiTransition* that students can complete on their phones, iPads, or online. Students will complete a series of transition related questions, which align with the Postsecondary Transition Plan (PTP), to generate a report they can print and share with their family, teachers and other

members of their IEP team. It is our hope that by putting students in the "driver's seat" that they will take a more active role with their transition planning. This will allow students the opportunity to become familiar with commonly used transition terms, attend their IEP meetings with a transition plan they created and build self-advocacy skills while presenting their transition plan to the IEP team.



The second tool is the Wisconsin Self-Directed Transition Planning website with 15 transition lesson plan starters for teachers. The

purpose of the website is to provide teachers with lesson plans if they have 15 minutes to teach a skill or an opportunity to create a full course. The plans focus on Postsecondary Transition Planning to increase student self-awareness and self-determination skills. Within the lessons, teachers will find extension activity ideas in order to better meet individual student needs and to increase the depth of the class. Students, depending on how the teacher sets up the instruction, will complete assignments to use as resources. Students and teachers will have the option to develop individual Postsecondary Transition Plans (PTP) using the Wisconsin Department of Public Instruction's Demo site, create a student-led IEP/PTP, and/or participate in the creation of their Summary of Performance. It is our hope that this site will remain a work in progress and a place for you to share supplemental resources with each other! Want more information? Join us at the Wisconsin Statewide Transition Academy on October 5<sup>th</sup> in Wisconsin Dells.

# Building Culturally Responsive Practices into Transition Planning

By: Jennifer Hilgendorf, TIG Urban Transition Coordinator

This summer UW Milwaukee hosted the Institute for Urban Education (IUE) conference. During this conference school districts, university representatives and community partners met to discuss a shared vision to promote culturally responsive practices within our schools. One of the resources that was shared was, "*10 Ways to Promote Racial Justice at Your School*". To help promote Culturally Responsive Practices within Transitioning Planning, *10 Ways to Promote Culturally Responsive Practices within Transition Planning* was created. This resource will help to re-frame thinking in Transition Planning, to assure all members of the team (especially students and families) have an integral part in the planning process and outcomes and that our practices are Culturally Responsive. Read through the 10 Ways to Promote Culturally Responsive Practices in Transition Planning and think about ways you can incorporate these strategies in your schools and communities.

## 10 Ways to Promote Culturally Responsive Practices in Transition Planning

1. **Be comfortable to have uncomfortable real conversations that will impact student's Postsecondary Outcomes.**
2. **Think about the language you are using with families and teams.**
  - Is it racially coded or stereotypical?
  - Is it language that the family can understand, especially if they are not native English speakers?
3. **Find and utilize appropriate transition assessments that are meaningful to the needs and experiences of the student you are working with:**
  - For a list of Transition Assessments visit: <http://www.livebinders.com/play/play?id=1596511>
4. **Be careful not to make assumptions about what you think is best for the**

### **student:**

- Encourage the family and student to share their vision for the student's future. Their culture may play a big role in what the vision looks like for their family.
5. **Think about your bias:**
    - Are you driving the plan in one direction based on your assumptions?
  6. **Be willing to make suggestions that may be shot down:**
    - Just because a student/family does not agree, does not mean that it is not appropriate to share with the team. All ideas can spark new and productive conversations that lead to a rich transition plan.
  7. **Listen to all members of the team, especially students and families.**
    - Listen to their experiences rather than making comparisons to yours.
  8. **Help prepare the student to lead their plan:**
    - What are their dreams and goals and strengths and interests?
    - How can this be incorporated into the PTP and then shared by the student at their IEP meeting?
  9. **Be brave in speaking up against racist or stereotypical comments/suggestions.**
  10. **Assume positive intent:**
    - Go into meetings knowing that families want what is best for their children.

*Adapted from: 10 Ways To Promote Racial Justice At Your School [Brochure]. (2016). YWCA.*

It is important for us to take responsibility to teach all students. We know positive relationships are highly critical for students to have academic success in school and after they leave high school. Use these tools to help build positive connections between employers, service agencies, college personnel, families and students. We want everyone to have a fulfilling life with opportunities to meet their goals and fulfill their dreams. If you would like more information on culturally responsive practices, please contact Jennifer Hilgendorf to set up a time to discuss your district needs.

## Welcome Jennifer Hilgendorf, Urban Transition Coordinator to the Transition Improvement Grant Team

Hello! I would like to take time to introduce myself as the new TIG Urban Transition Coordinator for Southeastern Wisconsin, providing PTP technical assistance and support to the districts in the CESA 1 area as well as Kenosha and Racine school districts. Prior to coming to TIG, I worked as a Special Education Teacher for the past 9 years in Milwaukee, Eagle-Palmyra, and most recently in New Berlin. I have experience working with students with all ability levels and ages ranging from 6th grade through age 21. I am very passionate about starting the transition to postsecondary life at an earlier age and believe that this is directly linked to successful post school outcomes for students with disabilities. I am very excited to join the TIG team and am looking forward to meeting and working with you.



## Wisconsin County Communities on Transition (CCoT): Ready to Make a Difference for the 2016-17 School Year

By: Kathy Tuttle, TIG Northern Regional Coordinator

A County Community on Transition (CCoT) is a regional community that comes together (networks) regularly to identify issues, barriers, supports and solutions to assisting students with disabilities make a successful transition based on student postsecondary goals related to training or education, employment and independent living. The key to CCoT success is sharing the work, establishing effective communication and creating new working relationships.

Each of the 72 counties in Wisconsin has an active or emerging CCoT. CCoT's rely on school districts, agencies, parents and students to build positive outcomes in employment and postsecondary education for youth with disabilities in their communities.

This collaboration is important because:

- Recent changes to the Rehabilitation Act of 1973 and the Workforce Innovation and Opportunity Act (WIOA) have increased opportunities for youth in transition. WIOA includes a strong emphasis on transition services for youth with disabilities which makes interagency collaboration a top priority.
- Effective transition requires resources and expertise of several agencies and professional disciplines; it is critical that agencies are present in the transition process as early as possible" (Noyes & Sax, 2004)

CCoT's provide the opportunity for various transition stakeholders to join together and build strong communities for all. Below are some resources with links to assist CCoT's in beginning the planning process for the 2016-2017 year:

- Have your CCoT use the Essential Elements Checklist to start the year: [http://witig.org/wstidata/resources/checklist-4\\_1430324745.pdf](http://witig.org/wstidata/resources/checklist-4_1430324745.pdf)
- Use the CCoT Guide as a resource to meet goals: [http://witig.org/wstidata/resources/CCoT\\_Guide\\_03\\_2014b.pdf](http://witig.org/wstidata/resources/CCoT_Guide_03_2014b.pdf)
- Use Livebinders for CCoT resources and information: An example: Sheboygon County; <http://www.livebinders.com/play/play?id=1598441>
- Enter CCoT Meetings and Events and Resources on the WiTIG Site: <http://www.witig.org/suggest-event.html>
- Go to WiTIG site for the 2016 CCoT Retreat LiveBinder of Resources: [http://www.witig.org/2015-county-communities-on-transition-\(ccot\)-retreat.html](http://www.witig.org/2015-county-communities-on-transition-(ccot)-retreat.html)
- Schools—Is your District Represented? Share this resource: [http://www.witig.org/wstidata/resources/ccot-for-admin-2015-final\\_1440519814.pdf](http://www.witig.org/wstidata/resources/ccot-for-admin-2015-final_1440519814.pdf)

If you are currently not involved in your CCoT, visit our website at [www.witig.org](http://www.witig.org) for more information or contact your Regional TIG Coordinator to find out more information on how you can become a member of the CCoT in your area.

## 2016 Post School Outcomes Survey

By: Jenny Jacobs, TIG Post School Outcomes Outreach Coordinator

The summer of 2016 shaped up to be a unique year for the Indicator 14 Wisconsin Post School Outcomes Survey. Districts who were in their monitoring year during the 2015-2016 school year were required to participate in this survey, along with districts assigned to the new cyclical indicator cycle for the 2016-2017 school year. There were a total of 159 districts required to participate in the 2016 survey. Of those districts, 122 districts chose to have staff trained to conduct their own surveys. The remaining 34 districts chose to have St. Norbert Strategic Research Institute (SRI) conduct the surveys on behalf of the district. Three of the required districts had no exiters from the 2014-2015 school year, so they were excused from participating in the survey.

Additionally, all districts in the state who have exiters over the age of 14 could elect to participate in the survey in a non-required survey year. Thirty-six districts actively contacted their former students in a non-required year and will have data for district use from the July 2016 survey window to assist in increasing transition planning for future generations of students.

All in all, a total of 331 district staff contacted former students throughout the summer months. The survey window closes at the end of September, with Post School Outcomes data available mid-October for district use.

Following completion of all district surveys, teachers reported that they greatly enjoyed reconnecting with students one year after they had left high school. Many reported that the survey

validated for them that what they are doing in their classroom mattered and impacted students positively. Other districts are looking forward to analyzing their data using the additional district-specific questions that they added to the survey. Districts are determining new ways of collecting student contact information before students exit their district including student cell phone numbers and personal email addresses to aid in contacting them the year after they exit school.

2016 surveys are still in progress so a 2016 statewide response rate is not yet available to report. In the 2015 PSO survey year, there was a response rate of 53%, and showed 78% of 2013-2014 exiters were engaged in higher education or some other type of postsecondary education or training, or were competitively or non-competitively employed. Check the December 2016 "TIG Transition E-Newsletter" to view the results of the 2016 survey.

Statewide and district data is available on the PSO website at [www.wipso.org](http://www.wipso.org). With a district account, users can view district data and auto-generated reports. If your district participated in the PSO survey during the summer of 2016 and you would like to have a no-cost, guided review of your data and analysis of your transition activities in your district, please contact your Regional TIG Coordinator to schedule a date and time. Your TIG Coordinator will also be able to discuss your transition needs and introduce you to two online Transition Improvement Planning Tools to assist your district in improving post school outcomes for the students you work with.

# A Journey Towards Inclusiveness in the Community

By: Brian Kenney, TIG Southern Regional Coordinator

The Transition Improvement Grant (TIG) facilitated a specialized Community Based Integrated Employment (CBIE) project between 3 school districts in Grant County – Lancaster, Potosi & Cassville. The ultimate goal of this project was aimed at increasing outcomes for youth with diversified needs prior to exiting high school. It was important to all three schools to ensure their students had inclusive community based opportunities for paid work experiences. Our journey began by taking a very close look at some national predictors of post high school success. Each school district conducted a self-assessment of the programs and services they offer to students, along with an area they wanted to explore in terms of community based work experiences.

Our journey towards increasing meaningful community based experiences for paid employment led us to an amazing Community Conversation event in the spring of 2016 in Lancaster. We invited businesses, students, school staff, and Grant County agencies who provide supports and services to students with diverse needs. This event was a huge success and really left a great impression on

the employers. As a result, many of the employers began networking with the school districts to help create work-based learning opportunities for high school youth prior to graduation. Kudo's to Lancaster, Potosi and Cassville, as well as the Grant County community, for their collaborative efforts. The next step in this journey is to help connect these school districts to specialized work experience programming opportunities offered in our state. Some examples of this are:

1. Department of Public Instruction (DPI) Employability Skills Certification. In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic employability skills is essential for all students. The Employability Skills Certificate Program is designed to address the skills and behaviors that are critical in the 21st century. In a time where unemployment for teens is at a record high, it is important to provide programs that integrate the valuable skills necessary for students to be successful in the world of work. For more information on this initiative visit the following DPI website link - <http://>

[dpi.wi.gov/cte/skills-standards/employability](http://dpi.wi.gov/cte/skills-standards/employability)

2. Department of Workforce Development (DWD) Youth Apprenticeship Program / Certification. Wisconsin's Youth Apprenticeship program is a part of a statewide School-to-Work initiative. It is designed for high school students who want hands on learning in an occupational area at a worksite along with classroom instruction. For more information on this initiative visit the following DWD website link - <http://dwd.wisconsin.gov/youthapprenticeship/>

As we work towards positive post school outcomes for students with disabilities, it is important to remember all opportunities to increase expectations, including the Employabilities Skills Certificate and Youth Apprenticeship. Talk with your School Counselor and/or Career and Technical Education Teacher to see what other opportunities are available for all students.

## October Events

### Transition Collaboration Network (TCN) Meeting October 4<sup>th</sup>, 2016

Employment Foundations for Students with Disabilities: Please join the TIG Staff along with Dr. Laura Owens, President of TransCen, Inc. and Janet Estervig, Employment Initiatives Section Chief of DHS, Bureau of Children's Services. Laura and Janet will provide professional development on setting goals to prepare youth for employment, core principles for employment support, foundations for working with employers, developing employer connections, job analysis and systematic instruction, job matching techniques and how to tie all of this into programming to connect with the Workforce Innovation and Opportunity Act (WIOA). This professional development opportunity will be hands on and you will leave with ideas and confidence to build strong programs in your district and agencies.

### Wisconsin Statewide Transition Academy: October 5<sup>th</sup>, 2016

It's time to mark your calendar for October 5<sup>th</sup>, 2016 to attend the Wisconsin Statewide Transition Academy which offers incredible opportunities for learning, networking, and knowledge sharing among educators, parents, youth and transition partners around Wisconsin. There are several amazing sessions at the Transition

Academy including: New Transition Tools; The GRIP, Transition Lesson Plans and a new App for transition, developing transition partnerships, engaging families in the transition process, topics on health including mental health, transition practices in schools, Workforce Innovation Opportunity (WIOA) Act and supporting employment practices presented by transition educators, agency providers, college faculty, DPI Staff, families and youth. The Academy is a year's worth of insights wrapped up in 8.5 hours! Come see what everyone is talking about! Graduate credit, CEU's and CRC's will be offered.

### College and Career Ready Youth Track: "Speak Up for Yourself" October 5<sup>th</sup> 2016

Join youth from around the state in building self-advocacy skills as you: Learn about your strengths and interests, participate in fun activities to build self-advocacy and self-determination skills, build an understanding of your Individual Education Program (IEP) including future planning through your Postsecondary Transition Plan (PTP) and the New Transition App and meet other youth with disabilities. This opportunity will leave you feeling confident about your future, your plan, your Way! The youth track is available for student's ages 14-21 who are interested in learning more about transition.