



Transition e-News Working Together—Getting Results

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Indicator #13 ITV Presentations

By Lori Turim, CESA #1 Transition Coordinator

During this 2008-09 school year, there have been 27 Indicator 13 sessions presented via ITV to special educators around the state. Combined with 33 that were presented last Spring, there has been a total of 60 presentations. 671 people have attended the trainings in all.

Since we changed to the ITV (distance learning) format, our ratings have sky-rocketed! Teachers write repeatedly in their evaluations that they really like not having to travel far to receive the training and they are so appreciative for the immediate feedback they can get by interacting with the presenters. They especially like the time they are given to review their own IEPs and learn the Indicator 13 Checklist.

We have tried to target districts that will be on the self assessment cycle in 2009-2010 so that they are ready. If they receive the training now, they can prepare and train their staff to write compliant IEPs by the time they have to report to DPI. To see the list of districts that are on the Indicator 13 self assessment cycle for 2009-10, turn to page 14.

Resources for Students Parents and Teachers

By Mike Linak, Department of Health Services (DHS)



Wisconsin is making exciting and substantial progress in the statewide conversion of its long-term care system by establishing **Aging & Disability Resource Centers** (ADRCs) in more than half of the State. The Department of Health Services expects that these Centers will be available in every part of Wisconsin by 2011.

These Centers are locations where students, parents/guardians, professional staff, and any interested party can get assistance & detailed information about services & supports for students, as they plan their life after they leave school. Sometimes this means post-secondary education/training; sometimes it means moving into the world of work. Regardless of the path chosen, there are many things that need to be considered.

(Continued on page 2)

Resources for Students, Parents, and Teachers

(Continued from page 1)

ADRCs offer services to the general public, as a resource for issues affecting youth with disabilities who are transitioning to adulthood. (They are also the community's local source of info on issues affecting older people and their families).

These resource centers are welcoming and convenient places for you to get information and help in accessing a wide variety of services and supports. ADRCs are well-versed in publicly-funded options, as well as services and supports paid for with private dollars. Services can be provided over the telephone, in the Resource Center office, or even in the person's own home.

The types of services offered by an ADRC, in addition to information and assistance, include: counseling on long-term care options, government benefits counseling, prevention and early intervention strategies, and access to publicly funded programs such as Family Care, Partnership and the new Self-directed Supports Waiver (IRIS).

Trained specialists can help school personnel and families research options in areas such as disability and long-term care, living arrangements, health care, employment and training, nutrition, wellness and prevention programs, which will allow them to make the best decisions for the individual. ADRCs work collaboratively with all public agencies and local providers, and remain knowledgeable about the most current services and supports available in their area, to ensure that each person receives the best information to make life decisions.

ADRC professionals offer information and advice about available options to meet long-term care needs. They discuss factors to consider when making long-term care decisions. ADRCs provide these services to the general public and to all individuals with long-term care needs that are considering assisted living situations. The ADRC Specialist provides objective information to help the person plan for their care and consider how to best spend personal resources.

Benefit Counselors can provide accurate and current information about private and governmental benefits and programs that a person may be entitled to. They can help sort through the maze of benefits, varying eligibility requirements, and application processes. Benefit Specialists can also help people who run into difficulties with Medicare, Social Security, and other benefits.

ADRCs are there to assist with urgent health-related situations, such as a sudden loss of a caregiver, as well as longer range planning. They can connect people with appropriate resources, immediately. In collaboration with public and private health and social service partners in the community, they offer information and intervention activities that focus on issues/factors related factors to disabilities, especially risk and safety.

Aging and Disability Resource Centers

The place for information and assistance!

To learn more about ADRCs and the ADRC in your area click on the link below:

<http://dhs.wisconsin.gov/lcicare/Generalinfo/RCs.htm>

Wisconsin Community on Transition Meeting Has Youth Focus

By Jen Ledin, CESA #12 Transition Coordinator



The Wisconsin Community on Transition held their summer meeting on June 19th at the Sheraton in Madison. The Youth Leadership Practice Group was in charge of planning the agenda and took the opportunity to highlight youth leadership programs and initiatives across the state.

Members of the WSTI Youth Leadership Council (YLC) took a lead role in the event, serving as facilitators, timekeepers and presenters. Caroline Leung and Laura Spoerl from the YLC were the main facilitators and they showed their presentation, "Our Wish" to kick off the meeting.



The meeting participants were then given the opportunity to visit different roundtable discussions around youth leadership opportunities across the state of Wisconsin. Youth opportunities highlighted were: Kids as Self-Advocates (KASA), the SWTC Self-Advocacy Course, the WSTI Youth Leadership Council, Youth Leadership Forum, Youth in Partnerships with Parents for Empowerment (YIPPE), Youth Leadership Summit, and the Natural Supports program. Each of these discussions was led by youth who have or are currently participating in the program. It was great to hear about these programs from the youth that participate in and benefit from them.



After a quick break, our YLC facilitators introduced Jonathan Mooney, a nationally recognized speaker on youth leadership issues. He shared his perspectives on youth leadership from a national level and ideas for next steps that Wisconsin can take in their promotion of youth leadership for students with disabilities.

The final activity of the meeting was a World Café, once again led by the youth in attendance. During this activity, participants were asked to think about what they had learned during the course of the day and apply it to their work or home life. People had the opportunity to think of ways that they can continue to promote youth development and leadership so that our youth with disabilities will continue to grow in confidence and skills.



WSTI Youth Leadership Council Hires New Coordinator

By Jen Ledin, CESA #12 Transition Coordinator



Welcome, Caroline!

The WSTI Youth Leadership Council (YLC) is proud to announce it has hired a full-time coordinator for youth.

Caroline Leung, a former member of the YLC, was hired to fill this position and began working in September. Caroline will be working to facilitate YLC meetings and YLC participation in events, coordinate the Youth Leadership Forum, and promote the concept of youth leadership across the state of Wisconsin. She is originally from Milwaukee.

With Caroline on board, the WSTI YLC is now truly a "by youth, for youth" initiative. Caroline is based out of the CESA 2 office in Milton, WI.

**Important
DATE!**

6th Annual WI Transition Conference

January 21, 2009 Pre-Conference
January 22-23, 2009 Conference

Kalahari Resort, Wisconsin Dells

Pre-conference Breakout Sessions:

- How to Plan and Establish a Project SEARCH High School Transition, *Erin Riehle and Susie Rutkowski, Co-Directors of Project SEARCH*
- Hip-Hope: Using Youth Culture to Relevantly and Holistically Engage Youth In A Way That Inspires Resiliency and Hope, *Roberto Rivera, Filmmaker, Actor and Poet*
- Interpreting and Using Transition Assessment Information, *Dr. Patricia Sitlington, University of Northern Iowa*

Numerous breakout sessions facilitated by members of Wisconsin Community on Transition

NEW! Breakout sessions designed for youth only!

Conference Registration Fees:

- Pre-Conference: \$75 Through 12/14/08
\$100 After 12/14/08
- Conference: \$250 Through 12/14/08
\$300 After 12/14/08
- Presenter Rate: \$125
- Student Rate: \$125 Through 12/14/08
\$175 After 12/14/08



Register online at: www.wsti.org

Conference Brochure Available at:
WSTI website and by clicking [here](#).

For More Information Contact:

Kay Fitzgerald, CESA 11

(715) 986-2020, Ext. 2131

kfitzgerald@cesa11.k12.wi.us

or

Linda Maitrejean, WI Transition Conference Director

(715) 986-2020, Ext. 2122

lindam@cesa11.k12.wi.us

**If you would like to submit a presentation
to be considered for the 2010 Conference:**

Submit an electronic proposal to
<http://www.wsti.org/presenter.reg.php>

by June 30, 2009.

Transition Planning through Student, Parent, and Teacher Collaboration

By Lori Turim, CESA 1 Transition Coordinator



“The Journey Begins Here: Creating a Student’s Transition Plan for the Future” is a presentation that I co-present with Cheri Sylla, Parent Educator Consultant at CESA#1, her son, Eric and Eric’s teacher, Gail Wilke. Cheri and I have presented together too many times to count over the past 5 years and since we added Eric and Gail to this presentation, we believe it has become much more “real” and our audience (consisting of parents, teachers, agency reps and students) can truly relate to the process that we demonstrate.

When Eric was 15 (he is now 18), Cheri decided to talk with Eric’s teacher (not Gail at the time) about developing his transition plan according to WSTI guidelines and effective practice. With Cheri’s help, Eric completed an informal transition assessment that she put together and the results from the assessment helped formulate his postsecondary goals. Also from the assessment results Eric typed his report which he reads at each of his IEP meetings. Eric’s teacher surprised Cheri and was quite receptive to writing measurable postsecondary goals, the coordinated set of activities and course of study for the duration of his time in high school. Each year Gail continues to review and revise this transition plan along with Cheri and with Eric’s input. The transition piece of the IEP has become in Cheri’s words, “a living, breathing document” that is not only in compliance with the law, but it also Eric’s long range plan for life after high school.

Eric reads his report during our presentation which is definitely the highlight for me, and as I look around the room, I can tell it is also for our audience. People actually witness that by involving the student in their IEP process, it is extremely powerful for the student, parent and teacher. It also can take much of the responsibility off of the teacher and promotes self advocacy for the student. It is a win-win situation for all!

Check the Calendar Events at <http://www.wsti.org> to see when this presentation is offered.

“A New Day: A New Way” Transition Model of Interagency Collaboration

By Dave Nass, CESA # 8 Transition Coordinator

Back in late July of this year (2008) I declared a “Freedom for Transition Outcomes Independence Day”—the 23rd, as I recall. Its sole purpose was to draw attention to the inevitable hiccups that arose by job description, agency purpose, geographical boundaries, agency service boundaries etc. as IEP teams reached out to involve the broader adult community, education and service agency, in the IEP transition plan. After planning, its implementation was sometimes no less rocky. Simply to enable the student’s reaching life after high school with progress toward stated goals was not so simple. Who assists with what, when, and how much? The folks in sunny Florida considered the worthiness of this topic and agreed to be researched just after the millennium [actually it fits Webster’s definition #3 as well, the ‘90’s were pretty good].

Career Development for Exceptional Individuals, Vol. 25, No. 2, 123-139 (2002), “Connecting Student Outcomes with Transition Practices in Florida”, Jeanne B. Repetto, et al.

Jeanne and her colleagues determined that interagency collaboration defined in their research as “transition interagency council characteristics including : ... advisory boards” is correlated with better post-secondary outcomes for students in all disability categories. The good folks at The National Secondary Transition Technical Assistance Center (NSTTAC) are currently continuing to seek the best practices for transition outcomes including interagency collaborations and will update findings in the near future. In the mean time, here in Wisconsin . . .

A continuing effort to solve the interference by agency identity evolved, the *Interagency Agreement of July 2007*. Three Wisconsin state government agencies collaborated.

They are:

1. DPI - Wisconsin Department of Public Instruction, Division of Learning Support: Equity and Advocacy
2. DWD through DVR Wisconsin Department of Workforce Development, Wisconsin Division of Vocational Rehabilitation
3. DHS (formerly DHFS) - Wisconsin Department of Health Services, Division of Long Term Care, and Division of Mental Health and Substance Abuse Services, formerly called Wisconsin Department of Health & Family Services (DHFS).

This is playing out through the ADRCs as well (local Aging and Disability Resource Centers), the emerging referral system for state sponsored services at the county level.

In early 2008, CESA TANs, (Transition Advisory Network meetings), reviewed this basic agreement with members of the three agency communities. It succeeded in beginning the foundational work of recognizing a third active partner for collaboration by design, not by individual professional. For 20+ years various professionals have practiced this collaboration in IEP meetings, now it is to be universal, by design.

(continued on page 12)

Job Skills Olympics

By Dawn Marten, La Crosse Central High School

Central High School, La Crosse, WI, has been host to a unique event for the past two years. It is the Job Skills Olympics. The idea for the event was something Aimee Roth, Cognitive Disabilities (CD) Teacher at Central High School, brought back from a reading conference she attended.

The CD Department at Central decided to give it a try. So, in May, 2007, the first Job Skills Olympics was held. Three schools participated that first year; Central, Logan, and Holmen. It was great fun and everyone wanted to do it again. Last year saw the addition of Onalaska, Sparta, and DeSoto, with a total of about 60 students participating.

The Job Skills Olympics began with an opening ceremony; students say the Pledge of Allegiance and sang the National Anthem. An outline of what was to happen was given out and all the schools were recognized and welcomed. One event takes place on one side of the gym while the next event was set up on the other side. National Honor Society Students helped as timers and in tallying the points. Students cheered each other on as they did their very best to complete their "job". The events include: pencil sharpening, washcloth stacking, silverware sorting, paper shredding, and collating, stapling, folding and stuffing. The big finale event was the can crushing relay. Last year, the winning team competes against a team of teachers. Everyone loved seeing the teachers run back and forth crushing cans. At the closing ceremony, students were recognized for their efforts with ribbons. The school with the most points took home the traveling trophy, a gold spray-painted crushed aluminum can, mounted on a plaque, made by the Tech Ed Department. .



Several other schools have expressed an interest in the event, and we are looking forward to adding them. As teachers shared ideas about how to make job skills fun and not a chore, new events are being added to this special day. This year's event is scheduled for Wednesday, May 20, 2009.

Calling for All Newsletter Articles . . .

We want to hear from you! Let us know what is happening in your world of transition. We are asking teachers, transition coordinators, TAC members, special education directors, parents, youth and anyone else who has something to say!! If you are involved in a transition related event/happening or know someone else who is, please let us know! Email your article to Lori Turim at lturim@cesal.k12.wi.us.

Our next E-news issue will be out March 20, 2009 and the deadline for submitting articles is **Feb. 20th**.

Thank you for your participation!

WISCONSIN POST HIGH SCHOOL OUTCOMES SURVEY

Indicator 14 Results - Effecting Change

A 4-Part Series

By Mary Kampa, Project Director



This article is the first of a 4-part series reviewing the Wisconsin Post High School Outcomes Survey (WPHSOS). Through this series we will be concentrating on portions of the most recent data collection (2006-07 exiters) and offer explanation of the results and how you may use this data. The areas to be covered will be:

- 1) Part 1: WPHSOS Results in Independent Living
- 2) Part 2: WPHSOS Results in Employment
- 3) Part 3: WPHSOS Results in Postsecondary Education and Training
- 4) Part 4: WPHSOS Survey Results 2001-08 and Using Local Outcomes

Part 1: WPHSOS Results in Independent Living

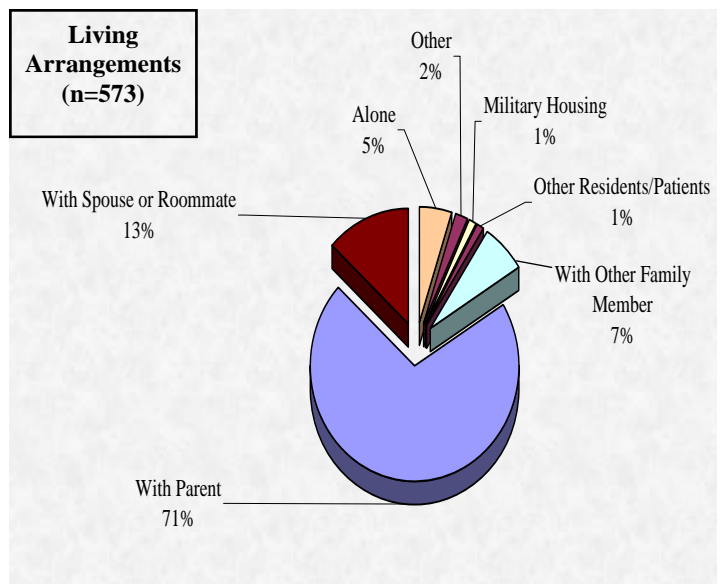
Independent living assesses residential living arrangements and general community participation, including engagement in activities outside the home, residential independence, and participation in social, recreational and civic activities. The ability to live on one's own is believed to be evidence of the ability of youth to perform many common adult tasks. Nationally, 73% of youth with disabilities live with a parent(s) up to two years after exiting high school (NLTS2, 2005).

Living Arrangements The percentage of youth with disabilities living independently in Wisconsin is similar to youth with disabilities living independently nationally (23%, NLTS2, 2005). Youth with emotional/behavioral disabilities and youth who dropout of high school are the most likely to live independently one year after high school. Youth with cognitive disabilities are most likely to continue to live with their parents.

Results show former student living arrangements one year after exiting high school:

- 70% Continue to live with their parent(s)
- 27% Report living independently, meaning they

06-07 Independent Living	% Living Independently	% Leisure Activities	% Driver's License
Male	26	87	67
Female	29	89	60
Caucasian	26	90	70
Minority	29	77	40
CD	14	80	26
EBD	39	86	58
SLD	30	89	78
LI	19	92	65
Diploma	26	87	68
Dropout	47	93	20
Max Age	0	83	0



WISCONSIN POST HIGH OUTCOMES SURVEY

Living Arrangements *(continued from page 8)*

are living alone, with another family member, with a spouse or roommate, or are in the military.

Social / Recreational / Daily Living results show that 88% of youth have participated in a *leisure activity* in the past six months. Youth with cognitive disabilities and minority youth are the least likely to participate in a leisure activity; youth with low incidence disabilities and youth who dropout are the most likely to participate.

Males are slightly more likely than females to have a *valid license*, and Caucasian youth are much more likely to have a valid license than minority youth. Youth with learning disabilities are much more likely to have a valid license than youth with emotional/behavioral disabilities, and youth who exit with a regular diploma are more than three times as likely to have a valid license as youth who dropout.

Transportation information shows that:

- 65% have a valid driver's license
- 3% have a suspended license
- 20% do not have a license but plan to get one
- 4% do not have a valid license and do not plan to obtain one
- 7% report being medically restricted from obtaining a driver's license
- 12% indicate getting a ride to a social event is a barrier to their participation

2006-07 Former Students reported that they had some contact with agencies that helped them with their independent living arrangements or their employment efforts.

Adult Agency Involvement / Support Services

4% of respondents report working with someone from an Independent Living Center (ILC) or Department of Health Services (DHS)

18% report they are working with someone from an adult employment agency

Agencies Utilized

Division of Vocational Rehabilitation (DVR)

Dimensions / Renewal Unlimited

Human Services / DHS

Job Center / Workforce Development Center

Agency Services

Transportation to shopping, activities, appointments, work

Workforce resources / Job coaching / Job placement interviews and training

Paid postsecondary education tuition, transportation, books

Help receiving SSI / Cash assistance

Adult worker / Supported employment

Everyday activities / Home health aide

WPHSOS

Collecting Data to meet Indicator 14 requirements

2008 INDICATOR 14

"69% of youth who had IEPs, were no longer in secondary school, and had been employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school"

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Upcoming Professional Development Opportunities

Regional Transition Advisory Council (TAC) Meetings in 2009:

Discussion topics will include:

- How connections between all stakeholders can benefit everyone involved with the transition process
- How TACs can support the Interagency Agreement.
- Using the Transition Action Guide to improve communication & coordination of services
- Examples of effective (local) practices that enhance TAC meetings
- Feedback on how departments can support TACs

December 4th	Hayward
December 5th	Eau Claire
January 9th	Wausau
January 15th	Jefferson
January 29th	Appleton
February 2nd	West Salem
February 5th	Wautoma
February 10th	Milwaukee

Click on link for more info regarding locations, times and how to register

http://www.wsti.org/documents/TAC-RegionalMeeting_Fall08.pdf

No Cost and lunch is provided

WI Community on Transition Meeting Dates and Locations:

- February 26, 2009 Pyle Center in Madison and various locations around state
- June 18, 2009 Location TBA
- October 22, 2009 Location TBA

All meeting times are 9:30-12:30 and there is not cost to attend.

For more info, contact Ellen Cook at: ellen.cook@dpi.wi.gov

Check calendar of events at <http://www.wsti.org> for more information

Upcoming Professional Development Opportunities



Transition Action Team Facilitation February 12, 2009

Participation in any Indicator #13 presentation (after May 2008) is a pre-requisite for this workshop. The purpose of this presentation is to teach educators how to facilitate a transition action team (TAT) in their district.

Agenda items will include:

- ◆ Selecting members
- ◆ Setting up a regular meeting schedule
- ◆ Creating an agenda
- ◆ Communicating with your supervisor
- ◆ Example of ACE HS TAT Summary
- ◆ Bringing in resources
- ◆ Entering Indicator #13 checklist data into the WSTI website
- ◆ Leading a report out meeting, and developing strategies to create a transition action plan

***You will need to bring your own laptop and the results of 3 IEPs you reviewed using the Indicator #13 checklist. Please bring 3 completed checklists with you.

This meeting will be at The Fairfield Marriott in Weston, WI from 8:30 AM-2:30 PM.

Register for the TAT Facilitation Meeting at: <http://www.wsti.org>.

Spring Transition Coordinator Networking Meeting

April 22, 2009

8:00AM - 4:00PM at the Stoney Creek Inn in Wausau

Tentative Agenda items include:

Interagency collaboration, 18-21 programs, self advocacy and transition assessment.

More details to follow!

Check calendar of events at <http://www.wsti.org> for more information.

“A New Day; A New Way”

(Continued from page 6)

Learn more by attending one of the upcoming eight “Regional TAC (Transition Advisory Council) Meetings” to also get your input included in this new collaboration design and answer the question “*How can local county teams support the goals of the Interagency Agreement and Improved Student Transition Outcomes?*”

Discussion topics will include:

- How connections between all stakeholders can benefit everyone involved with the transition process
- How TACs can support the Interagency Agreement.
- Using the Transition Action Guide to improve communication & coordination of services
- Examples of effective (local) practices that enhance TAC meetings
- Feedback on how departments can support TACs

Participation is encouraged for all TAC Members, including High School Transition Coordinators, DVR START Team Members & High School Liaison Counselors, as well as representatives from: ILCs, ADRCs, Counties, Regional Centers for Children & Youth w/ Special Health Care Needs, and Technical Colleges.

*Note: it is OK if you need to attend a session other than the one in your area.

All meetings will be from 9:00 AM – 2:00 PM with a box lunch provided.

After lunch, there will be time for discussing next steps in communication and coordination of services related to each specific TAC situation. Any TAC team member, who would like to either share effective practices and approaches or have more in-depth interaction with the interagency team about their TAC, will have the opportunity.

Questions? Contact your Pathways Regional Coordinator, or Allison Lourash Pathways to Independence,

Allison.Lourash@wisconsin.gov phone, 715-884-1999

Registration is free and the deadline is one week before each meeting date. Space is limited, so please register early. Please registration on line at www.wsti.org. Questions regarding registration, contact Kay Fitzgerald at kfitzgerald@cesa11.k12.wi.us or (715) 986-2020 ext 2131. Please identify any accommodations you may need.

A Parent's Perspective

By Cheri Sylla, CESA 1 Parent Educator Consultant

When my son was young, I was devastated to learn of a dim future and I attempted to accept that prognosis of his future. Never in my wildest dreams did I imagine that I would be standing here today bearing a strong belief that my son will be able to transition to a life with a job and living on his own as much as possible. I do believe that this is possible because of a team of professionals and a four-letter word – **HOPE**.

H*heart* is what every IEP team member has within them; they care deeply for their students and for their futures. **H***ands* are for helping my son to learn a new skill or to gently show him the way. Thankful there have been many **h***eads* to brainstorm ideas and to develop a workable plan. And most importantly, **h***umor* has always been nearby to ease frustration and stress both for my son and for his team.

O*ptimism* flows through each day in a belief that this youth “can do” and will succeed. **O***pen-mindedness* to new ideas and ways of doing things is asked for and expected. **O***nerous* is the task that is set before teachers and staff to meet the needs of all students. **O***wnership* for doing the best that they can for each and every student. **O***ne*ness of mind, wrapped around measurable post-secondary goals, is developed through a collaborative IEP process.

P*ositive* attitude is integral to the relationship that develops between a family and school staff team as they, together, support the youth with a disability. The **p***eople* in my son's life have enriched his life as well as mine. Enough cannot be said about the power of **p***ositive* reinforcement - the **p***ride* that my son feels when he has accomplished and succeeded at a task and receives **p***raise* for a job well done. **P***erseverance* to never give up cannot be underestimated.

E*mpathy* and understanding is the hallmark of an IEP team who believes in supporting families who have a child with a disability. **E***nergy*, that fire the entire IEP team needs to have to support the young person, can be extinguished and exhausted over time. The flame is rekindled by another team member who steps in to help. We all work in **e***arnest* as time is short and precious. **E***veryone* has a responsibility to support the development of the youth with a disability. It does take a village to raise a child and so it is with my son.

While at one time in my life, I felt burdened by the daunting task of raising a child with a disability, I realize that I have instead been blessed. I have met and worked with some remarkable people. I celebrate and thank those individuals who have played a role in my son's past and to those who work relentlessly to shape and develop his future full of hope and possibilities.



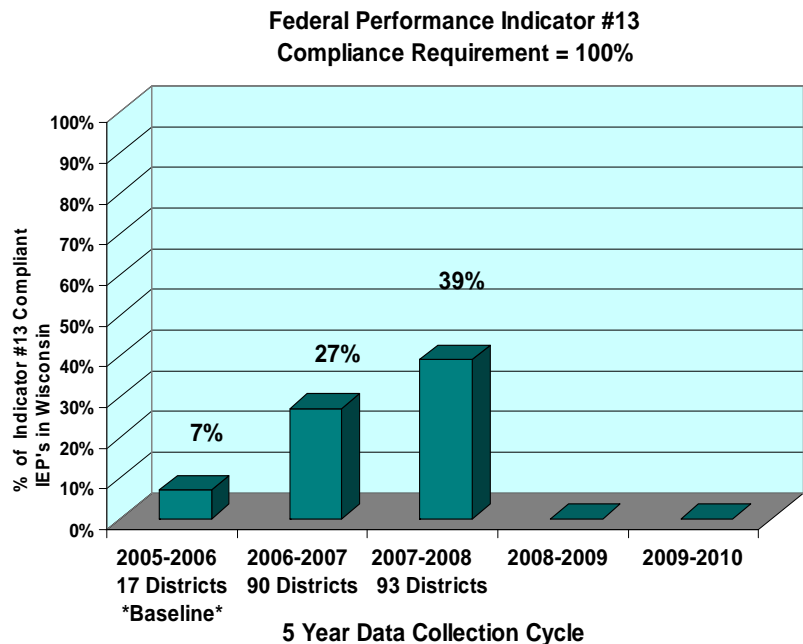
Indicator #13 ITV Presentations

(continued from page 1)

If you are interested in scheduling an ITV training for your district, contact your WSTI Coordinator or your RSN at your CESA. Districts that are on the self assessment cycle for Indicator 13 in 2009-10 are:

Albany, Algoma, Arcadia, Athens, Baraboo, Barneveld, Bayfield, Benton, Birchwood, Black River Falls, Boscobel, Brodhead, Brown Deer, Bruce, Capitol West Academy, Central City Cyberschool, Clinton, Colby, Cudahy, Cumberland, Darlington, Deerfield, De-Pere, DeSoto, DHFS, Drummond, Erin, Fennimore, Green Bay, Hartland-Lakeside J3, Herman #22, Hortonville, Independence, Iola-Scandinavia, Juda, Lady-smith-Hawkins, Lakeland UHS, Lodi, McFarland, Mellen, Mequon-Thiensville, Middleton-Cross Plains, Minocqua J1, Mondovi, Mount Horeb, Nekoosa, New Lisbon, Niagara, Oak Creek-Franklin, Oakfield, Oregon, Osseo-Fairchild, Pardeeville, Pittsville, Potosi, Randall J1, Randolph, Richfield J1, River Valley, Riverdale, Rosendale-Brandon, Saint Croix Falls, Saint Croix Central Sch for Early Dvlpt & Achieve, Shorewood, Spring Valley, Stanley-Boyd, Stratford, Tri-County, Twin Lakes #4, Union Grove UHS, Verona, Washington-Caldwell, Waukesha, Waupaca, Wauwatosa, West Allis, Westby, Weyerhaeuser, Whitewater, Williams Bay, YMCA Youth Leadership Academy, Yorkville J2.

The bar graph to the right, demonstrates the increase in the number of compliant IEPs each year that districts better understand the Indicator #13 requirements and the Indicator #13 Checklist. It also shows the need for continued professional development through ITV presentations to help districts reach their goal of 100% compliance.



WISCONSIN POST HIGH OUTCOMES SURVEY

(Continued from page 9)

Comments by Former Students on Independent Living

Respondents were asked what, if any, problems or difficulties they have had in participating in activities such as finding housing, getting together socially with friends, or doing things they enjoy since leaving high school. Time, transportation and money are common issues. The following is a sampling of their responses:

- ❖ Finding a place to live / Affordable housing on my own
- ❖ Transportation issues hinder getting a better job / Don't have a license
- ❖ Money problems / Not enough money to move out
- ❖ Doing things I enjoy / Having time to do fun things / Working too much / No time to see old friends
- ❖ High prices of gas / Establishing credit

2008 WPHSOS Survey of 2006-07 Exiters - What the Results Suggest

What the Post High School Outcomes Survey results indicate and suggestions on effecting change!

- ◆ Wisconsin teachers are doing a good job at preparing youth with disabilities for life after high school
70% continue to live with their parents (73% nationally)
7% live independently (23% nationally)
- ◆ Since few youth discuss needed employment with adult employment agencies, you may wish to familiarize students with these and other community agencies as part of the student's transition plan. (*This is one way Indicator 14 relates to Indicator 13.*)
- ◆ Using the Improvement Planning Tools and Data Reports from the WPHSOS website, develop strategic plans to improve the post high school outcomes of future students in the area of independent living.

What Teachers Can Do

- ◆ Ensure a good response rate to the survey by using techniques found in the resource [“Indicator 14: Improving Response Rates—A Note to Wisconsin DSEs and Spec Ed Teachers”](#)
- ◆ Give exiting students and their parent(s) a copy of [“Outcomes Survey: A Special Note to Youth and Parents!”](#) and a copy of the [WPHSOS Survey Questions](#)
- ◆ Have a general feel for the survey by reading about Indicator 14, the survey questions and looking at resources found on the WPHSOS website—www.posthighsurvey.org/resources.php

Summary of Performance ITV Sessions Held Statewide

By Jen Ledin, CESA 12 Transition Coordinator

In keeping with the WSTI goal of improving outcomes for students in more and more school districts across the state, presentations were held over ITV this Fall to address the requirements and implementation of the Summary of Performance (SoP). WSTI Director, Linda Maitrejean, and WSTI Coordinator, Jen Ledin, directed these presentations.

The SoP is a document that school districts are required to provide to students with disabilities who graduate with a regular diploma or age out of school. This document provides information on the student's current level of academic achievement and functional performance, as well as a statement of the kinds of accommodations and modifications the student used in high school and may need to access in postsecondary education, work, or independent living. The SoP also provides a list of recommendations of things for the student to complete in order to help them reach his or her postsecondary goals.

SoP presentations were presented over ITV to 13 sites across the state this Fall. By reaching these sites, teachers in 68 school districts received instruction on the requirements for the Summary of Performance and tips to help them make the document more useful and relevant for their students. Participants were able to hear information shared by Wisconsin Technical College System personnel that will help them use the document more effectively.

The Summary of Performance presentation is being updated continually and is available for school districts via ITV. It will soon be available on the WSTI website as a web-cast. If you are interested in having a presentation on the Summary of Performance in your school district, please contact Kay Fitzgerald at CESA 11 (kayf@cesal1.k12.wi.us)

The Summary of Performance must be completed for any student on an IEP who graduates with a regular diploma OR ages out of school.

Tips for the Summary of Performance

The Summary of Performance must be completed for any student on an IEP who graduates with a regular diploma OR ages out of school.

Components of the SoP:

1. Summary of Academic Achievement

- ◆ Include grade level and description of skills
- ◆ Address reading, math and written language
- ◆ Summarize those things in terms of the student's measurable post-secondary goal.
- ◆ Reading: Address decoding, comprehension and fluency and how those skills affect each other.
- ◆ Math: Address calculation, algebraic problem solving, and quantitative reasoning.
- ◆ Written Language: Address written expression, grammar and applied writing skills
- ◆ Be sure to address any Assistive Technology in these areas that the student might require AND knows how to use.

Tips for the Summary of Performance

(continued)

2. Summary of Functional Performance---consider the following:
 - ◆ General ability and problem solving (information processing)
 - ◆ Attention and executive functioning (impulse control, activity level, etc)
 - ◆ Learning skills (note-taking, class participation, time management, study skills, etc.
 - ◆ Communication
 - ◆ Social skills and behavior (interactions with adults and peers, capability of requesting assistance, emotional or behavioral concerns)
 - ◆ Independent Living
 - ◆ Environmental access/mobility
 - ◆ Self-determination and self-advocacy (understanding of disability and how it affects learning, articulates post-secondary goals and needs, knowledge of learning style)
 - ◆ Career-vocational-transition-employment (what experiences has the student had, what supports were needed)
 - ◆ Additional considerations (medical or family concerns, other challenges)

3. Recommendations for the student to achieve his/her measurable postsecondary goal.
 - ◆ What activities does the student still need to accomplish (disability documentation, disclosure to school or employer, applications to DVR, etc.)

The WI Personnel Development Model (WPDM)

By Lori Turim

The Wisconsin Personnel Development Model (WPDM) is a comprehensive professional development delivery model that is closely aligned with professional development standards and principles established by the National Staff Development Council. These principles include: quality data driven professional development; targeted student achievement; research-based practices; priority on instructional strategies; collaboration and other follow-up strategies; continuous improvement; meeting the needs of all students; and emphasis on summative and formative evaluation. The fundamental tenet of the WPDM is that data, including student need, will drive decision making around the delivery of effective, outcome based personnel development. The 5 hubs listed below are in place to meet the goals of the WI Personnel Development System (WPDS):

- Early Childhood Collaboration
 - Responsive Education for All Children or REACH
 - **Transition to Post-secondary**
 - Parent Leadership and Involvement
 - Institutes of Higher Education

Disclaimer: All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Department of Public Instruction, The Wisconsin Statewide Transition Initiative and the Statewide Personnel Development Grant.