



# Transition e-News

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If you would like to submit an article for a future newsletter, please contact Lori Turim at [lturim@cesa1.k12.wi.us](mailto:lturim@cesa1.k12.wi.us).

## In Memory

It is with great sadness that we share this news.

Dr. Patricia Sitlington passed away suddenly in her home on February 13, 2009. Many of you were able to participate in Pat's Transition Assessment sessions at the Wisconsin Transition Conference in January. Pat was also working with us to develop a transition assessment model for Wisconsin and was invited to come back to present at the 2010 Wisconsin Transition Conference.



During her tenure at the University of Northern Iowa, Pat served as a member of the Iowa Academy of Education, was recognized as Reviewer of the Year in 2001 by Career Development for Exceptional Individual, and received the Oliver P. Kolstoe Award, presented to an individual who has made a significant contribution to the field of career development through means other than direct classroom instruction.

In 2002 Pat was awarded the prestigious Philip G. Hubbard Award, presented annually to only one individual in each university or college.

In 2006 she was presented with The Patricia L. Sitlington Research in Transition Award, named in her honor and presented to an individual who has contributed to more positive outcomes for transition-aged youth and to the field of transition through a body of research in transition.

She authored or co-authored 24 research-based articles for major special education journals and co-authored Transition Education & Services for Adolescents with Disabilities, a book recognized as a standard in its field, now in its fifth edition.

Pat will be remembered for her transformational leadership in transition, particularly in the area of assessment. Her contributions to the field will continue to positively impact youth with disabilities and those adults who support them in the transition process. She will be greatly missed!

## Spotlight News

### Our 6th Annual Transition Conference - a Huge Success!

By Linda Maitrejean, WSTI Director

The 6<sup>th</sup> Annual Wisconsin Transition Conference was again held at the Kalahari Resort and Conference Center in Wisconsin Dells on January 21-23, 2009. Over 600 parents, educators, youth and agency representatives participated!

On Thursday morning, keynote addresses were provided by Lawrence Gloeckler and Erin Riehle. Both presenters highlighted the importance of having high expectations for our youth with disabilities. Mr. Gloeckler demonstrated that enrollment in postsecondary education is not only a viable option for youth with disabilities, but absolutely necessary if they are to gain access to a higher quality of life after high school. Erin Riehle provided concrete examples of students with more significant disabilities in high skilled, high-paying careers which included benefits and opportunities for promotions. Both presentations were highly motivating and rejuvenating! Joanne Cashman provided a keynote during lunch which addressed the importance of collaborating across agencies and the work of the Wisconsin Community on Transition Practice groups were shared in follow-up sessions.



*Roberto Rivera*

On Friday morning, Roberto Rivera gave a powerful presentation regarding his personal experience during high school as a disengaged youth, teenage runaway, and drug dealer to his transformation to an honors graduate and successful businessman. His presentation was followed by Dr. Sandra Covington Smith who discussed effective teaching principles and how they relate to academic success for students with disabilities who are at risk of dropping out.

Participants could select from forty four sectionals offered during the conference. In addition, a youth strand included "youth only" sessions. We also had many exhibitors and an assistive technology lab on site.

We would like to thank all of our presenters, sponsors, exhibitors, and conference support staff for their hard work before and during the conference. A special thank you to all of you who participated and helped to make this conference our best yet!



*Dr. Sandra Covington Smith*

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### Indicator 13 Update

by Paul Sherman, DPI School Administration Consultant

In the fall of 2008 approximately 90 local educational agencies (LEAs) participated in the Special Education Procedural Compliance Self-Assessment. Preliminary data indicates an Indicator 13 compliance rate of 67%. This represents a significant increase over the 2007 compliance rate of 39%, but still far short of the 100% required by the federal government. LEAs reviewed 1,289 individual student records to assess compliance with the six Indicator 13 checklist requirements. Again this year the most commonly missed checklist requirement was measurable post-secondary goals. The remaining checklist items, ranked from most frequently missed to least frequently missed were: course of study, age-appropriate transition assessment, linked annual goals, transition services, and evidence of coordination with other agencies.

Indicator 13 requires that all IEPs for students 16 years old and older contain measurable post-secondary goals. Where a student is unable or unwilling to participate in the development of his or her own post-secondary goals the IEP team must develop goals for the student based on the student's needs, preferences, and interests. IEP teams should recognize transition planning is an ongoing process and therefore a student's post-secondary goals will likely change as the student progresses through school. However, the likelihood of change, and any accompanying uncertainty, does not eliminate the requirement that a student's IEP must contain measurable post-secondary goals.

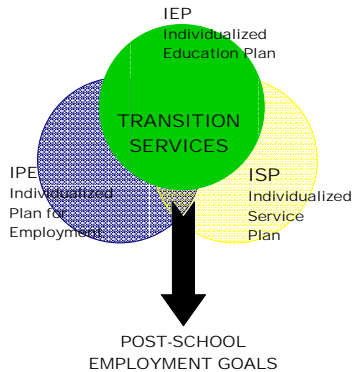
WSTI and DPI are redoubling efforts to assist districts in reaching 100% Indicator 13 compliance. LEAs participating in the Self-Assessment during the 2009-10 school year have been asked to participate in Indicator 13 professional development in March and April. LEAs participating in the Self-Assessment during the 2010-2011 school year will be asked to participate in Indicator 13 professional development in October of 2009. A list of LEAs participating in the Self-Assessment is available at <http://www.dpi.wi.gov/sped/xls/selfassmt-cycle.xls>.

**See upcoming events for dates and locations of Spring ITV presentations.**

## Spotlight News

### Results of First Round of Regional Transition Advisory Council (TAC) Meetings

by Dave Nass, Transition Coordinator, CESA #8



The final regional TAC meeting in which the focus was on how the DPI/ DVR/DHS Interagency Agreement is used to support students with disabilities and how these 3 agencies are involved in the transition process took place on February 10<sup>th</sup> in Milwaukee. Attendance was heartening throughout all 8 meetings which began last December occurring across the state. There was only 1 re-schedule in Jefferson, due to the weather. Milwaukee's 85 participants topped the numbers with the average attendance being 43. Overall, 340+ persons representing 60+ TACs met together giving local input about their groups. Along with the interagency agreement, TACs and the role of educators in the transition process were examined.

Regional Coordinators from the Department of Health Services (DHS) Pathways to Independence arranged the details for the day long

meetings, which were in follow-up to the DPI/DVR/ DHS Interagency Agreement orientations that were held last spring. The meetings were sponsored by the Wisconsin Departments of Public Instruction, Workforce Development/ Division of Vocational Rehabilitation, and Health Services.

Discussion topics included:

- How connections between all stakeholders can benefit everyone involved in the transition process
- How TACs can support the Interagency Agreement
- How to use the Transition Action Guide (TAG) to improve communication and coordination of Services Access to the TAG is available at [http://dwd.wisconsin.gov/dvr/pdf\\_files/tag.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf)
- Examples of effective (local) practices that enhance TAC meetings
- Feedback on how the 3 departments can support TACs

TAC members that attended the regional meetings included, High School Transition Coordinators and Liaison Counselors, DVR START Team Members, reps from Independent Living Centers, Aging and Disability Resource Centers (ADRCs), Counties, Regional Centers for Children & Youth w/ Special Health Care Needs, and Technical Colleges. Having this diversified turnout enhanced the discussion of TAC practices in the different areas. If inconvenient, some people attended meetings outside of their region.

All meetings were from 9:00 AM – 2:00 PM (with a box lunch provided). After lunch, there was time to discuss next steps in communication and coordination of services related to each specific TAC situation. Any TAC team member who wanted to share effective practices and approaches or have more in-depth interaction with the interagency team about their TAC was afforded the opportunity.

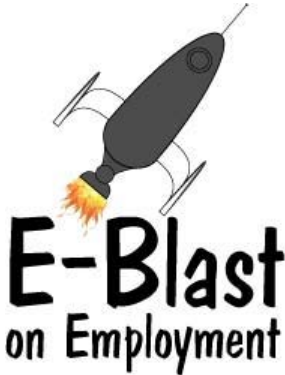
Locations and dates of the meetings were:

<b>Hayward</b>	Thursday, December 4, 2008
<b>Eau Claire</b>	Friday, December 5, 2008
<b>Wausau</b>	Friday, January 9, 2009
<b>Jefferson</b>	Thursday, January 15, 2009
<b>Appleton</b>	Thursday, January 29, 2009
<b>West Salem</b>	Monday, February 2, 2009
<b>Wautoma</b>	Thursday, February 5, 2009
<b>Milwaukee</b>	Tuesday, February 10, 2009

For additional information regarding TACs or the regional meetings, contact Dave Nass at: 920-617-5633 or [dnass@cesa7.k12.wi.us](mailto:dnass@cesa7.k12.wi.us)

## Articles of Interest

### The Wisconsin Community on Transition Employment Practice Group to Host Monthly Informational Conference Calls



The WI EPG will be hosting monthly informational calls on topics relating to employment of youth with disabilities. On February 20, 2009 Mary Kampa (CESA 11) presented information on Post High School Data. The document that Mary used in the call can be found at [http://www.cesa1.k12.wi.us/cms\\_files/resources/CoTcallPostHiEmployInfo-1.pdf](http://www.cesa1.k12.wi.us/cms_files/resources/CoTcallPostHiEmployInfo-1.pdf)

Kelly Housman provided information about Easter Seals Transition Camp on March 20th.

Future dates and topics for the Community Connection Calls are:

April 17th	Family Care Overview: Mike Linak-DHS
May 15 <sup>th</sup>	Americorps: Laura Coleman-Americorps

If you are interested in participating, contact Meredith Dressel at [dressel@dwd.wisconsin.gov](mailto:dressel@dwd.wisconsin.gov) to get conference call information.

### Wisconsin Personnel Development System (WPDS)

Special Education

by Deborah Bilzing, M.S./Ed.S.

Coordinator State Personnel Development System, Special Education Team/ WDPI

The Wisconsin Personnel Development System (WPDS) is a dynamic system designed to reform and improve personnel preparation and professional development systems for teachers, principals, administrators, related services personnel, paraprofessionals, early intervention personnel and parents, and improve results for children with disabilities. The WPDS will meet this challenge by addressing these three goals:

*Goal A: Increase the application of scientifically based practices in identified core content areas through both pre-service and in-service professional development for educators and early interventionists in targeted LEAs and communities.*

*Goal B: Sustain implementation of new knowledge and skills through regional infrastructure that provides and supports ongoing learning utilizing trained mentors, communities of practice and other proven strategies.*

*Goal C: Increase participation of communities, family members, and youth in the system change process that results in organizations with the capacity to engage, support, and transition children with disabilities birth to 26.*

The foundation of our Professional Development System is the Wisconsin Personnel Development Model (WPDM). The WPDM is a research based 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 evaluation. The fundamental tenet of the WPDS is that data, including student need, will drive decision-making.

NOTE: The Wisconsin Department of Public Instruction extends their appreciation to The Iowa Department of Education for the permission to adapt and use the Iowa Professional Development Model. Adaptation of the Iowa Professional Development Model and Bev Showers' work in research based professional development heavily influenced the planning and creation of the WPDS. The WPDS will consistently apply the research-based Framework for Professional Development in all professional development activities to insure fidelity and sustainability of implementation. The model is cyclical and organized into the following three areas (See Figure 1):

(continued on page 5)

## Articles of Interest

### Congratulations to the Careers Conference 2009 Showcase Award Winners!

**Jennifer Neugart**, Senior Outreach Specialist, Office of Independence and Employment, Department of Health Services, Madison, WI, **Sherry Gundlach**, WSPEI Parent Liaison CESA #6, Oshkosh, WI and **Martha DeYoung**, WSPEI Parent Liaison, CESA #5, Portage, WI, received one of six national awards given at the 23rd annual Careers Conference. The award was for the **Youth in Partnership with Parents for Empowerment (YiPPE)** parent/youth leadership training. YiPPE is the only known program in the country to simultaneously train youth with disabilities in transition along with their parents. Up to 25 youth and their parents attend 5-6 overnight weekend sessions throughout a school year to learn effective self-advocacy, communication strategies, and resources and options for students in transition. Currently in its second year, YiPPE was an outgrowth of the Parents in Partnership program, a parent leadership program that has been a part of the WDPI Wisconsin Statewide Parent-Educator Initiative (WSPEI) since its inception in 2000.



Martha DeYoung and Jennifer Neugart

The Careers Conference, sponsored by the [Center on Education and Work](#) at the [University of Wisconsin-Madison](#), is designed to serve everyone who is involved with career development and education for work.

For more information, visit: <http://www.cew.wisc.edu/careersConf/showcase.aspx>.

## Wisconsin Personnel Development System (WPDS)

(continued from page 4)

The seven steps of professional development which includes:

- Collecting and analyzing data
- Goal setting for student learning
- Selecting content
- Designing a professional development action plan including training and learning opportunities
- Collaboration and implementation
- Ongoing data collection and analysis (formative evaluation)
- Program evaluation (summative)

The training components that influence the design of professional development:

- Theory
- Demonstration
- Practice
- Feedback
- In-situation coaching

A data-driven school improvement process that incorporates:

- Needs identification and prioritization
- Action plans consisting of strategies and indicators of progress
- Implementation
- Data collection and analysis

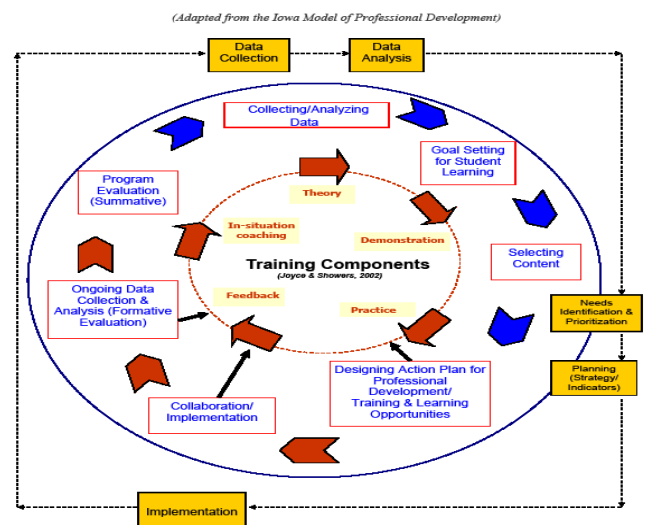


Figure 1

## Articles of Interest

### Implementing the WPDS

Five Content Hubs are responsible for delivery and/or support of core content including research-based approaches for natural/least restrictive environments, positive behavior supports, early literacy/reading/math, transition, cultural competence, data based decision-making and organizational structures to support fidelity and sustainability of professional development. Core content is delivered and supported either directly by Hub staff, or through subcontracts with partner agencies. Each Hub uses a combination of professional development approaches including in person or distance, single agency, statewide or regional training institutes. In some cases, the content varies based on the age of the children supported by the Hub. In other cases, the content is the same across the age ranges. The Hubs coordinate with other projects and agencies conducting similar initiatives to minimize duplication of effort and maximize the efficient use of resources. The Hubs and their subcontracting agencies are responsible for ensuring that all professional development activities follow the WPDS that emphasizes gathering data, reviewing research-based interventions, providing professional development and ongoing support to insure fidelity of implementation, and collecting data to determine impact and/or need to modify approach. Opportunities for follow up, collaboration, mentoring, and/or coaching are critical components of all professional development and are supported by staff and consultants from the Hubs and/or their partner agencies. The Hubs are responsible for promoting and supporting organizational leadership in incorporating practices that sustain professional development and result in greater teacher satisfaction and higher recruitment and retention.

Staff and/or contractual staff in each Hub include a director and content experts that are also experienced in providing training, technical assistance, and mentoring. Each Hub utilizes parent stipends to support parent participation in all professional development opportunities. As implied in the term "hub," four special education units work in partnership - contractually and through agreement with the 12 Cooperative Educational Service Agencies (CESAs) and other non-governmental organizations - to create a statewide network in each of the specific content areas. The work of each Hub is guided by a constituent advisory group.

**Early Childhood Hub:** Supports teachers, related services providers and program administrators in programs serving children between birth and 6 years old. This includes early intervention, early childhood special education, childcare, Head Start, and other settings.

**Responsive Education for All Children (REACH) PD Hub:** Supports teachers, related services, administrators in LEAs with a primary focus on K-12. This Hub supports regular and special educators as they utilize a data based decision-making process to implement and sustain research-based instructional and organizational strategies in the content focused areas.

**Transition to Post Secondary Hub:** Supports teachers, related services, LEA administrators, community business partners, and post-secondary educational and technical colleges. This Hub primarily supports special educators and parents as they are working with youth to plan for successful transitions to post-school activities.

**Parent Leadership Hub:** Supports parents/family members, educators and other community partners in building capacity related to meaningful family involvement. The Wisconsin Parent Centers partner with the Wisconsin Statewide Parent-Educator Initiative to operate this Hub. This Hub serves three primary purposes: (1) to support parents of children with disabilities between birth and 26 years of age to participate as partners in the professional development activities of the other Hubs as they design, deliver and support professional development experiences; (2) to facilitate opportunities for parents/family members to build leadership skills; and (3) to provide Content Focused technical assistance concerning family involvement. The Parent Leadership Hub's participation in this project will ultimately result in parents working in collaboration with educators to support positive learning and behavioral outcomes for children.

**Institute of Higher Education (IHE) Hub:** Supports the knowledge, skills, and disposition of students in educator pre-service training institutions as they prepare to work within Wisconsin school districts in supporting the success for all students. This Hub is charged with providing IHE general and special education faculty with a forum to learn about and exchange ideas that focus on ways to improve the quality of educators to meet the needs of the broad range of students who make up the school population of today. The members of this Hub include representation from associate degree programs, 2 year and 4 year institutes of higher education, district and community leadership and consultants from various divisions and teams within the Wisconsin Department of Public Instruction.

The WPDM is a recommended structure intended to provide guidance to districts, schools and individuals as they structure professional development programs targeted at the learning needs of their students. Because the elements of the model are common to improvement efforts that consistently produce student achievement gains, it is recommended that districts and schools structure their professional development programs using the process presented in this document.

## Articles of Interest

### MPS/Transition Action Network Fall 2008

The Milwaukee Public Schools Transition Cadre consisting of Rebecca Pettit SELL/WSTI Coordinator, Diane Howard School to Work Program Supervisor, Dena Radtke Coordinator School to Work & Community Services and Michael Gutowski, Employment Training Specialist and Transition Coordinator facilitated a district-wide transition in-service training for over 200 special education staff at the Marshall Complex this past December.

Cheri Sylla from CESA1, her son Eric, Gail Wilke Brookfield East teacher and Lori Turim from CESA1 gave a moving and empowering general presentation entitled "The Journey Begins Here: Creating a Student's Transition Plan for the Future". They demonstrated that cooperation, collaboration and a shared vision between school, parent and student can create an effective and meaningful transition plan.

The remainder of the day consisted of transition related breakout sessions on topics such as "AT & the IEP", "Creating On Campus Opportunities", "The IEP and Me", "Transition Portfolio", "Transition Assessments", and "Students with Moderate & Severe Disabilities". The breakouts were all presented by MPS teachers and showcased the many innovative transition activities that district staff use to provide age appropriate transition services for youth and their families.

MPS is presently planning their district-wide spring TAN agenda using age/disability specific presentations. We look forward to this 2<sup>nd</sup> opportunity for our transition staff to once again share their "expertise" with each other!

### Future Quest

By Jen Ledin, Transition Coordinator, CESA #12



CESA 12's Transition series for high school students, "Future Quest," is still going strong. The Future Quest workshops are held each year for students with disabilities in grades 9-12 throughout the CESA 12 area. Events are held in Hayward for Sawyer and southern Douglas counties, in Ashland or Washburn for Ashland, Bayfield and Iron counties, and in Superior for Douglas County.

Each grade-level focuses on a different topic of importance. 9th grade Future Quest focuses on career exploration and beginning self-determination skills. 10th grade Future Quest is held at the county courthouse in each county and focuses on the changes in rights and responsibilities upon turning 18. Students also tour the courthouses to see the resources available and listen to speakers in the areas of law and law enforcement. Future Quest 11 is highlighted by the "Jolt of Reality" activity, where students are given a life scenario and a salary and then visit community and business volunteers to pay bills, buy a car and insurance, and find a place to live. The juniors also visit a local technical school to learn about entrance requirements. Future Quest 12 is an opportunity for seniors to make some final preparations for their lives after high school and to learn about the Summary of Performance, a document that they will receive from their schools upon graduation detailing their present level of academic and functional skills, as well as a statement of successful accommodations and modifications. This document has been shown to be extremely helpful for students going on to postsecondary education because it provides necessary information to disability services personnel at colleges and technical schools. This information is crucial in helping students with disabilities receive services at the postsecondary level.

The final Future Quest program each year is designed specifically for students with more significant disabilities. This year's event will be "Job Olympics," where students participate in events related to different jobs, from clerical to hospitality to light industrial.

Students from across the area look forward to Future Quest each year, and we are pleased to be able to provide this service. Future Quests have already been completed for 9th, 10th, 11th and 12th grades. The Job Olympics is scheduled for April. For specific dates, please see the CESA 12 Calendar of Events at <http://www.cesa12.k12.wi.us/images/stories/january%20events.pdf>

For more information on Future Quest, please contact:

Jen Ledin, CESA 12 Transition Coordinator, at 715-682-2363 Ext. 149 or [jenniferm@cesa12.k12.wi.us](mailto:jenniferm@cesa12.k12.wi.us). You can also contact Victoria Amraen, Program Assistant for Future Quest at 715-682-2363 Ext. 148 or [vicki@cesa12.k12.wi.us](mailto:vicki@cesa12.k12.wi.us).

## Articles of Interest

### **The “Game of Life” Transition Day at Fox Valley Technical College**

By Jill Gonzalez MSSW, WI FACETS Advocacy and Training Specialist

On February 25, 2009 the Outagamie County TAC sponsored a transition conference called the “Game of Life.” This conference has a rich history that has led its way to becoming the Transition Action Council, which is made up of stakeholders from various school districts, parent organizations, community agencies, and student advocates.

The TAC was initially called the Community Action Transition (CAT) Team which started in 1994 and now includes 12 area school districts helping to improve student transition outcomes required by the Individuals with Disabilities Education Improvement Act (IDEIA). In 1996 the CAT Team held their first Transition fair and invited 42 exhibitors to display information about their transition services. In 2002, the first “Game of Life” conference with a full schedule of breakout sessions was held at Fox Valley Technical College in Appleton. It continues today with much success as it provides students the opportunity to learn with other students at a local institution that they may choose to attend after high school.

The hallways were buzzing with students looking for their assigned break-out sessions. They were accompanied by their case managers or transition specialists. The session I facilitated was called “Speaking Up For Yourself,” a lesson in self-advocacy. The room was packed with students between the ages of 14 and 21, all with various disabilities. During the hours between 9:00 and 2:00, the students were able to attend many other breakout sessions that included a variety of transition topics such as: Interviewing for a Job; Independent Living; Healthy Eating; Managing Your Healthcare; Personal Safety; Mental Health Workouts; Temp Agency Basics; and much more.

The opening question for my group of students was, “Do you know what it means to be able to self-advocate for yourself?” There were many “I don’t know looks” which gave me a clue to re-phrase the question to, “Who knows what it means to stick up for yourself?” Many hands went up as they easily understood the second time around. The same thing went on for the rest of the session. Many did not know what a measurable post secondary goal was, but they were able to identify goals related to college and employment with the understanding that these goals are geared toward after high school.

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### **With Graduation on the Horizon, is Testing Necessary?**

By Scott Moline, Ed.S., NCSP

Professional Practice and Standards Chairperson, Wisconsin School Psychologists Association

How much testing is really necessary if the student is going to graduate anyway? This is a good question and one that seems to keep coming up with relative frequency.

On one hand the 2002 OSEP letter to Moore points out that “an evaluation conducted by a high school under the IDEA is not intended to determine whether a child is eligible for academic adjustments in college under either Section 504 of the Rehabilitation Act or Title II of the Americans with Disabilities Act. Evaluations and reevaluations under the IDEA are conducted to determine whether a child is eligible for services under Part B of the IDEA. 34 C.F.R. §300.500(b)(2).” In other words, we have no legal obligation to perform any additional or more comprehensive evaluations than we would otherwise complete for any student. We do not legally need to consider the needs of a post-secondary evaluation when we are determining which tests (if any) are necessary for a student’s reevaluation.

On the other hand, we are professionally and ethically obligated to act as advocates for the students with which we work. We know that many students cannot afford the otherwise expensive testing required of some post-secondary institutions and we feel ethically obligated to help the students receive the disability services they need after high school. So do we choose to “help the student out” and do some extra testing? If we do, do we simply perform comprehensive test batteries for all students? If we choose only select students, how do we choose which students? Where do we draw the line?

In this article I propose that a little preplanning and research can help prevent this problem from occurring. This dilemma can be alleviated to the satisfaction of all involved by prior transition planning. In short, my recommendation is to use the transition plan from each student’s IEP. Specifically, prior to the student’s last reevaluation, we need to 1.) Following the student’s transition plan, identify which post-secondary institution(s) a child may consider attending. 2.) Determine the requirements necessary for that institution to accept the student as having a disability, and 3.) Guide the student’s IEP team in determining if the requirements for that institution are reasonable to complete during the upcoming reevaluation.

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## Articles of Interest

### Wisconsin Post High School Outcomes Survey (Part 2)

A Four-Part Series by Mary Kampa, Project Director

This article is part 2 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. The areas to be covered will be:

Part 1: WPHSOS Results in Independent Living

**Part 2: WPHSOS Results in Employment**

Part 3: WPHSOS Results in Postsecondary Education and Training

Part 4: WPHSOS Survey Results 2001-08 and Using Local Outcomes

The 2008 Post High School Outcomes Survey considered two outcomes of employment: (1) whether the former student held competitive paid employment outside the home and (2) the compensation and benefits the youth received for their work. Documents and other information can be found on the WPHSOS website - [www.posthighsurvey.org](http://www.posthighsurvey.org).

The complete article can be found at [http://www.cesa1.k12.wi.us/cms\\_files/resources/CoTcallPostHiEmployInfo-1.pdf](http://www.cesa1.k12.wi.us/cms_files/resources/CoTcallPostHiEmployInfo-1.pdf)

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### The “Game of Life” Transition Day

(continued from page 8)

Another question asked was “Who knows what happens when you turn 18 years old?” One student said they could vote while another stated that he would be considered an adult. There were no answers related to receiving IEP notices sent to them, or having to apply for adult services and certainly nothing on the differences between entitlement services versus eligibility services. However, one student mentioned that he would be eligible to receive insurance coverage under his parent’s plan if he attended college.

There were two types of community services mentioned by the students which were the Department of Vocation Rehabilitation (DVR), and Independent Living. Many students said that they attended their IEP meetings but admitted to not taking an active role during their meetings. Most could identify their disability and some gave examples of services and/or accommodations they were receiving in order to help them be successful. No one knew about Section 504 (Title II) of the Rehabilitation Act or the Americans with Disabilities Act (ADA); two federal laws which provide protection to people with disabilities post high school.

Other topics such as the post high school survey, summary of performance, course of study, and age-appropriate assessments were terms they clearly did not understand. One would then pose the question, “Do we believe our students with disabilities have the ability to process information related to transition?” After all, most of us are still grappling with what exactly transition means and who is responsible for providing the coordinated set of activities with linkages to community support.

If we, as adults, expect our children with disabilities to learn how to be self-determined and to utilize self-advocacy skills as it is often written in their IEP goals, should we expect them to also know what an age-appropriate assessment is? Or what the Americans with Disabilities Act is? Are we secretly engaging them in the act of transition without teaching them important and crucial components of transition?

Often we hear from post-secondary institutions that students are unprepared and do not provide the necessary documentation needed. I suppose if they actually knew what a summary of performance is and the importance of keeping this document with them so they can give it to the proper personnel that will be assisting them, they just might remember to pull it out and hand it over to the disabilities coordinator.

Our state is doing everything necessary that is required in monitoring indicator 13 by providing advanced training and technical assistance to our local education agencies. However, many students leave high school unprepared as they are forced into an adult world with new rules. Being able to “stick up for themselves” by telling someone they have a disability and what they need to succeed should be primary lessons that we give our students. We must continue our efforts in educating our students about the transition process including terminology that is written for and about them.

The “Game of Life” Conference is an event for students to come and learn about what should be happening in their lives as they prepare to exit high school. Thank you Outagamie County TAC for putting on such a spectacular event supporting students with disabilities and giving them the opportunity to learn that life can be a challenging game if they are provided the right pieces to the puzzle!

## With Graduation on the Horizon, is Testing Necessary?

(continued from page 8)

Below is a summary of what many State post-secondary institutions require to document that a student has a disability. Hopefully this summary will aid you in determining the disability requirements of many State post-secondary institutions. As there is considerable variability between institutions (even among the UW and Technical College systems), I suggest that you also learn the specific requirements of the local post-secondary institutions that your students are most likely to attend.

### Division of Vocational Rehabilitation (DVR)

To be eligible for DVR, an individual needs to have a physical and/or mental disability, the disability must make it difficult for the person to obtain, retain, and/or advance in employment, and the individual must require DVR assistance to achieve an appropriate employment goal. A person is presumed eligible for DVR services if they are receiving Social Security Disability Income (SSDI) or Social Security Income (SSI) and want to work. DVR no longer mandates how recent previous testing must be. DVR considers seven different areas of functioning. These are; mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, and work skills. Essentially DVR will consider current level of functioning statements to describe each of these areas and it does not require current test scores in any of these areas. Further information regarding DVR requirements are well stated in their "Transition Action Guide, for Post-School Planning" at [http://dwd.wisconsin.gov/dvr/pdf\\_files/tag.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf).

### General Education Degree (GED)

The GED Testing Service Policies and Procedures Manual (2008) states that, "official GED testing centers shall provide appropriate accommodations for GED candidates with documented disabilities in accordance with the Americans with Disabilities Act (ADA)." In other words, they have simply adopted ADA's disability eligibility criteria (an impairment that substantially limits an individual's ability to perform a major life activity, such as reading, seeing, learning, or physical movement). Request for documentation of disability must establish the existence of a disability as defined under ADA, describe how the GED candidate's functional limitations affect his or her ability to take the GED tests, and demonstrate the need for the requested accommodations.

### ACT

The disability requirements for the ACT are listed at <http://www.act.org/aap/disab/policy.html#curr>. It states that "Students applying for accommodations on the ACT who have current reconfirmation of a diagnosis originally made early in the student's educational life and a history of accommodation on the basis of that diagnosis normally need not submit full documentation. Instead, ACT usually accepts the school's verification of appropriate documentation on file at the school. However, ACT reserves the right to request copies of documentation from the school to verify compliance. In cases where the initial diagnosis was made or the school accommodations plan was first effective less than 3 years prior to the request for accommodations, full documentation must be submitted with the request."

### The University of Wisconsin – Madison (UW)

The specific information required by the UW is available at <http://www.mcburney.wisc.edu/information/documentation/disdocpolicies.php>

In summary, it states that, "The University of Wisconsin endorses the "National Joint Council on Learning Disabilities" (NJCLD, 1998, pg.1) definition of a learning disability and recognizes an aptitude-achievement discrepancy as the most widely held model for diagnosing a learning disability. It also recognizes alternative diagnostic models including discrepancies within specific achievement areas, an intra-cognitive pattern of discrepancy, and information processing discrepancies. In general, a discrepancy of 1.5 standard deviations or more is needed to establish a pattern that reflects disability rather than strengths and weaknesses associated with a typical learning profile. Identifying a discrepancy alone, however, is not sufficient to warrant the diagnosis of a learning disability. Documentation must provide evidence that clearly links the specific deficit areas to the functional limitations experienced by the individual student."

(continued on page 11)

## With Graduation on the Horizon, is Testing Necessary?

(continued from page 10)

### Wisconsin Technical Colleges (WTC)

The WTC requirements are well documented at [http://www.specialpopulations.org/Vol27-1\\_TOC/Vol27-1\\_Heffron.pdf](http://www.specialpopulations.org/Vol27-1_TOC/Vol27-1_Heffron.pdf). Specific criteria for each disability area are listed. In general, each disability area (including learning disabilities), follow DSM-IV criteria. This document notes that “there is significant variation in postsecondary requirements for the documentation of learning disabilities. Some institutions will require recent intellectual testing with an adult-normed standardized test. Others will accept historical information if intellectual ability was well-documented during the K-12 years. In all cases, information regarding academic achievement and information processing skills needs to be current in order to establish appropriate academic accommodations at the postsecondary level.” Tom Heffron, WTC Education Director-Disability Services, stated to me that often an abbreviated IQ test and an abbreviated battery of academic tests completed in the student’s junior or senior year of high school is sufficient testing information (personal communication). It should be noted that specific board exams (e.g. the nursing board exam) are the most stringent about testing documentation and require more recent and thorough documentation than the technical colleges do.

References:

ACT (2008). ACT Policy for Documentation to Support Requests for Test Accommodations on the ACT (No Writing) or ACT Plus Writing. From <http://www.act.org/aap/disab/policy.html#curr>

General Education Degree (2008). GED Testing Service Policies and Procedures Manual

Interagency Agreement (2008) Transition Action Guide, for Post-School Planning, Working Document. From [http://dwd.wisconsin.gov/dvr/pdf\\_files/tag.pdf](http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf)

Lee, S. (2002) Letter to Moore. 39 IDELR 189

T. Heffron, personal communication, December 15, 2008

UW Madison (2008). Disability Documentation Policies For Students with Disabilities. From <http://www.mcburney.wisc.edu/information/documentation/disdocpolicies.php>

Wisconsin Department of Public Instruction (2004). A Wisconsin Postsecondary Guide to Disability Documentation. From [http://www.specialpopulations.org/Vol27-1\\_TOC/Vol27-1\\_Heffron.pdf](http://www.specialpopulations.org/Vol27-1_TOC/Vol27-1_Heffron.pdf)

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## Upcoming Events

### ⇒ April ITV Indicator 13 Trainings

Check [www.wsti.org](http://www.wsti.org)

### ⇒ Gathering of Youth Conference

April 30 & May 1, 2009

Marriott Madison West, Madison, WI

### ⇒ Transition Coordinator Networking Meeting

April 22, 2009, 8AM-4PM

Stoney Creek Inn, Wausau, WI

Register at [www.wsti.org](http://www.wsti.org)

### ⇒ Job Coach Training

June 11-12, 2009, 8:30 am—3:30 pm

Wintergreen Resort & Conference Center, Wisconsin Dells

For more information, go to [http://web.cesa5.k12.wi.us/site\\_uploads/news/newsfile1255\\_1.pdf](http://web.cesa5.k12.wi.us/site_uploads/news/newsfile1255_1.pdf)

### ⇒ Youth Leadership Forum

June 23-27, 2009

Edgewood College, Madison, WI

### ⇒ Wisconsin Community on Transition Meeting

The Post Secondary Education Practice Group will present on going to college and what students and their families need to know. They will provide a basic overview of the laws and typical processes used for most institutions of higher education. Representatives from the technical college system, UW system and private colleges will describe their specific programs for students with disabilities. A youth panel will share their experiences related to the postsecondary systems.

June 18, 2009, 9:30AM-12:30PM

MATC - Madison, WI

For more information or to register, contact Sandy Hall at [sghall@matcmadison.edu](mailto:sghall@matcmadison.edu).

## Upcoming Events

### Mark your calendars!

The **7<sup>th</sup> Annual Wisconsin Transition Conference** will be held at the Kalahari Water Park and Resort in Wisconsin Dells on **Thursday, February 18<sup>th</sup> and Friday, February 19<sup>th</sup>, 2010**. The **preconference will be held on Wednesday, February 17<sup>th</sup>** with both morning and afternoon sessions!

**Invited presenters include:** Dr. Temple Grandin, Dr. Hewitt "Rusty" Clark, Dr. Mary Morningstar, Dr. Bill East, Dr. David Test, Dr. Cinda Johnson and Linea Johnson. Also, Erin Riehle and Susie Rutkowski will be back by popular demand! Please refer to the [Save the Date](#) flyer for more detailed information about each invited presenter.

Interested in presenting? Submit an electronic presenter proposal at [www.wsti.org](http://www.wsti.org) between March 1 and June 30, 2009.

An on-line scholarship application to help parents and school age youth attend the conference will be available early next fall!

If you have any questions, please contact Linda Maitrejean at [lindam@cesa11.k12.wi.us](mailto:lindam@cesa11.k12.wi.us)

### Effective Transition Planning for Students with Moderate to Severe Disabilities

*Focusing on the Integrated and Customized Employment Option*

By Lori Turim, Transition Coordinator, CESA #1



The first regional training was on March 23<sup>rd</sup> at CESA #1 in Brookfield. We had 55+ people attend in their transition teams! The 2<sup>nd</sup> meeting was at West Salem High School in La Crosse. These full day workshops are specially designed for teams of teachers, parents, DVR representatives and others whose goal is to obtain employment for students with significant disabilities. The interactive presentation and discussion will assist team members in understanding how effective practices can be used to develop a transition plan that includes integrated and customized employment. The day will include:

- Learning the discovery process and how to apply it
- How to develop an individualized student profile
- How to develop a customized plan for employment
- How to develop a student portfolio
- Other hands on activities and real life examples

Participants are **required** to attend in teams of 3 or more that may include one teacher, one parent and one DVR counselor. Teams will learn how to use this effective process and have the opportunity to put it into practice. Teams involved in this workshop will be asked to return for a statewide Summit in Spring, 2010 at which time groups will share the work they have done/continue to do with their students.

Other scheduled dates and locations are:

May 6 <sup>th</sup>	Divine Savior Healthcare	Portage
May 14 <sup>th</sup>	CESA #7	Green Bay
May 27 <sup>th</sup>	CESA #10	Eau Claire

There is no cost to attend this workshop and lunch will be provided. The day will be from 9:00 AM - 3:00 PM, with registration at 8:30 AM. These trainings are sponsored by the Medicaid Infrastructure Grant (MIG) and the WI Statewide Personnel Development Grant (SPDG).

You may access a brochure at [http://www.cesa1.k12.wi.us/cms\\_files/resources/transition\\_planning%20indd.pdf](http://www.cesa1.k12.wi.us/cms_files/resources/transition_planning%20indd.pdf)

For additional info, contact:

Lori Turim at [lturim@cesa1.k12.wi.us](mailto:lturim@cesa1.k12.wi.us) or 262-787-9564 or Cheri Sylla at [csylla@cesa1.k12.wi.us](mailto:csylla@cesa1.k12.wi.us) or 262-787-9565.

## Youth Updates

### In The Wizard of Oz, Dorothy Found Adventure, Will You?

Have fun exploring life after High School! At the Gathering of Youth, Special Fun Successions and Activities are being planned by youth for youth. Along with the Circles of Life Conference, there is a Gathering of Youth Conference. The Gathering of Youth is a place to explore, develop ideas, learn skills of advocacy, and to shape a future after school. Wrapped in good times, the adventure is full of activities and discussions designed to be interactive and thought provoking on planning a future! The Gathering of Youth is geared toward high school aged youth who have disabilities and are thinking about or need to start thinking about life after high school. Only youth will participate in these sessions.

Follow the Yellow Brick Road to this year's Gathering of Youth. Find out, like Dorothy, that "there's no place like home" (or high school in this case), and color yellow your road to a successful future! Share what lies ahead and have fun at the same time!

Space is limited to 25 participants. For more information call: Kristen Engle at 608-242-8484 x228 or [kasawisconsin@aol.com](mailto:kasawisconsin@aol.com)

Please visit <http://wfv.org/circle/index.html> for more information.



### WI Youth Leadership Forum Seeking NEW Applicants!!



Do you know of a high school student with potential leadership skills waiting to be discovered? The 9th Annual Wisconsin Youth Leadership Forum (WI YLF) is seeking new delegates for this year's forum. The YLF is a week-long leadership training and career awareness program for high school sophomores, juniors and seniors with disabilities. The forum provides training in leadership, self-advocacy skills, youth options, legislative day, and career awareness.

Alumni from the YLF have walked away with the confidence and dynamics of leadership. The alumni have also stepped up to the plate to help fundraise and promote the ongoing process of YLF. Alumni have been able to promote YLF by attending various events, meetings and conferences.

YLF will be held at Edgewood College in the city of Madison on June 23 – 27, 2009. Each year 30 students are chosen from across the state of Wisconsin. Applications can be found on the WSTI website (<http://wsti.org/ylc.ylf.php>) at the bottom of the page. When applying for the YLF application be creative, make a movie, or a PowerPoint to go with your application.

There is NO CHARGE\* to attend the YLF. General program expenses are paid for by YLF sponsors. Application deadline is March 21, 2009.

If there are any additional questions please contact:

Caroline Leung

CESA #2

448 E. High St.

Milton, WI 53563

(608)758-6232 ext. 333

(608) 868-6891 Fax

email: [cleung@cesa2.k12.wi.us](mailto:cleung@cesa2.k12.wi.us)

\*people with disabilities preferred

## Youth Updates

### Mentors needed for YLF

The YLF is seeking mentors for this year's forum. The duties of the mentors are to be role models and to make great peer mentors for one of the newly selected delegates. If you've graduated from high school at least two years ago, are willing to stay in touch with a delegate at least once a month for one year (by e-mail, phone or in person) and want to share your wisdom— we need you!

You will meet your delegate at the Mentor Picnic during the week at YLF. We encourage our mentors to also help out the delegates during Legislation Day activities in Madison also held during the week at YLF.

If you are interested, please contact Caroline Leung at [cleung@cesa2.k12.wi.us](mailto:cleung@cesa2.k12.wi.us) or by phone at 608-758-6232 ext. 333.



### Funding needed for YLF 2009!

The Youth Leadership Forum (YLF) is seeking funds for this year's event. One of the goals of the forum is to make the program available to delegates at no cost to them. Several fundraising projects have been suggested in order to keep YLF going. This past year we have tried to sell Pampered Chef products. These funding opportunities require some effort from YLF staff and alumni. If anyone is interested in helping to obtain some of these grants, please contact Caroline Leung for more information.

YLF is being promoted through the local TAC groups and other events to recruit more youth. There is also some interest in putting together a silent auction and contacting local Lion's Club chapters to obtain funds. Radio and television stations may also be of some assistance, and there is also the possibility of holding a phone marathon.

YLF staff and alumni living in northwestern Wisconsin are also planning for a fundraising dinner to be held on March 25, 2009 at 6:00 p.m. at the First Reformed Church in Baldwin. Please contact Cassandra Lokker at [cssndrlkkr@hotmail.com](mailto:cssndrlkkr@hotmail.com) if you are interested in helping with the dinner.

With the potential and continued aid from corporate and local sponsors, YLF can continue to fulfill its purposes. YLF can also be maintained through the support of alumni and one day become self-sufficient, but we need your help! Please consider joining in our effort to keep YLF going so that high school students with disabilities can continue to explore their leadership potential and make a difference in today's world.

Feel free to share this information with any business owners you know that might be potential contributors. Please contact Caroline Leung, [cleung@cesa2.k12.wi.us](mailto:cleung@cesa2.k12.wi.us) or 608-758-6232 ext. 333 if you would like to send a donation or if you have questions. Checks can be made out to CESA #2 and mailed to:

Caroline Leung  
CESA #2  
448 E. High St.  
Milton, WI 53563

Thank you in advance for your support!

## Other Resources

### Easter Seals

Easter Seals Southeast Wisconsin provides exceptional services to ensure that all people with disabilities or special needs and their families have equal opportunities to live, learn, work and play in their communities.

You can find more information at:

[http://wi-se.easterseals.com/site/PageServer?pagename=WISE\\_homepage](http://wi-se.easterseals.com/site/PageServer?pagename=WISE_homepage)

2009 Summer camp info is posted at:

[http://wi-se.easterseals.com/site/PageServer?pagename=WISE\\_camping\\_recreation](http://wi-se.easterseals.com/site/PageServer?pagename=WISE_camping_recreation)



### Opening Doors to Self Determination Skills

#### Planning for Life after High School

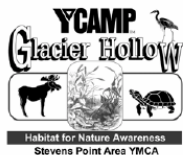
#### A Handbook for: Students, School Counselors, Teachers and Parents

Students leave high school and go in many different directions. Some choose to go right into the workforce (see Opening Doors to Employment). Some go into the military service. Still others go on to postsecondary education (see Opening Doors for Postsecondary Education and Training).

You have all these options too. It is important to begin planning early for whatever path you choose. Regardless of which option you choose, you must identify the skills and supports you will need to reach your goals. This handbook deals with the skills you will need no matter what option you choose after high school, self-determination & self-advocacy skills.

This publication is now available to download at: <http://dpi.wi.gov/sped/pdf/tranopndrs-self-determination.pdf>.

### Timbertop Camp



#### TIMBERTOP CAMP

Timbertop is for youth ages 8-13 that have been identified by their school district as needing extra help for a learning disability. The Stevens Point Area YMCA - Camp Glacier Hollow also operates summer resident & day camps and teen adventure trip programs. More information on our programs are available on our web site at <http://www.glacierhollow.com>.

Timbertop combines traditional camp activities with extra reading practice and special group activities that focus on dealing with learning disabilities in a structured daily setting. Special attention is paid to peer relations, building self-confidence, and learning new skills to share back at home. Parents and teachers of campers have been overwhelmingly positive about the experience their children have had while at camp.

This year we will be celebrating the 42<sup>nd</sup> anniversary of Camp!

**If you would like additional information please email Pat Matthai, Camp Director at [pmatthai@spymca.org](mailto:pmatthai@spymca.org) or call at 715-342-2980 ext. 308.**

## WSTI Website Resources

### Transition Resource Directory

Transition Services are provided by local and statewide agencies and are listed by County. Check it out at

[http://www.wsti.org/resource\\_directory.php](http://www.wsti.org/resource_directory.php)

### Transition Topics A-Z

A complete list of transition topics can be found on the WSTI website at [http://www.wsti.org/transition\\_topics.php](http://www.wsti.org/transition_topics.php).