

WISCONSIN TRANSITION IMPROVEMENT GRANT (TIG) TRANSITION IMPROVEMENT PLAN (TIP)

**TOOLS TO IMPROVE THE POSTSECONDARY EDUCATION
AND EMPLOYMENT OUTCOMES OF YOUTH WITH
DISABILITIES**

JUNE 2017



TRANSITION IMPROVEMENT GRANT (TIG)

- The TIG project has developed these web-based tools
 - Transition Improvement Plan (**TIP**)
 - Graduation Rate Improvement Plan (**GRIP**)
- Uses Wisconsin and National resources to assist individual educators and school teams in becoming more familiar with the **evidence-based practices (EBPs)** which **increase the post school outcomes and graduation rates of youth with disabilities**

WHY ENGAGE IN THE TIP AND / OR GRIP?

- Educators often find it **difficult to find the resources or the time** to read journal articles, **assimilate** the information, and then **create** lesson plans and practices to **implement** in their schools and classrooms.
- Individual educators and school teams need a **consistent, easily-accessible** format that will allow them to review a large amount of information in an efficient manner, create a plan that can be implemented, and follow the results of their efforts using statewide and local Indicator data.

USE THESE TOOLS TO ...

- **Improve** postsecondary transition plan (PTP) planning.
- Identify areas of **strength and need** within your transition strategies and activities.
- Develop an individual educator or school team **customized transition plan** to increase student outcomes.
- Conduct predictor self-assessment annually to show **progress over time**.
- Connect to other district/state **initiatives** and staff





What are you looking for?



CONTACT US

PTP

WiPSO

Calendar of Events

Find Services / Resources

Transition in Wisconsin

WI Communities on Transition

TIG Projects

About TIG

My Account

2017 ACP Conference August 21-22, 2017

[Click here for information on attendance and presenting »](#)



Calendar of Events



FEEDBACK

Transition Improvement Planning Tools

The Transition Improvement Plan (TIP) and Graduation Rate Improvement Plan (GRIP) utilize the resources developed by National Technical Assistance Centers, Universities, and State Department of Educations to create tools individual educators and school team can use to assess transition and dropout policies, practices and strategies to create plans of improvement that ultimately result in more youth with disabilities staying in school and realizing greater post school success.

Resources and technical assistance provided by:

- **Wisconsin Post School Outcomes (WiPSO):** WI Department of Public Instruction (DPI) and the National Post School Outcomes Center (PSO Center)
- **Transition Improvement Plan (TIP):** National Predictors of Post School Success: National Secondary Transition Technical Assistance Center (NSTTAC) and the PSO Center
- **Graduation Rate Improvement Plan (GRIP):** DPI, WI Rtl Center, TIG, National Dropout Prevention Center, National Dropout Center – Students with Disabilities, IES What Works Clearinghouse – Dropout Prevention, National High School Center, National Technical Assistance Center for Transition (NTACT) and the National High School Center.
- Visit the new [National Technical Assistance Center on Transition \(NTACT\) website!](#)

New for August 2016

In August 2016, TIG updated the TIP tools and added the GRIP. You can see details in the boxes below.

Access a TIP you created at www.witip.org or create a new individual or school team TIP or GRIP using the links below. If you created a TIP using the TIG website prior to July 2016, [you may access the plan here](#) until June 30, 2017. Click on "View Predictor Activities and Set Tasks" and select your plan from the orange box on the right.

WiPSO.org

The PSO website provides tools and resources to:

- Enter district post school outcomes surveys
- View District Indicator 14 results
- View State and District PSO data and reports
- Use PSO Tools
- Find resources to help youth and families understand Indicator 14 and increase response rates.

TIP Tools

Click TIP tools to:

- Learn about and rate the Predictors and Evidence-Based Transition Practices
- Use that information to create a personalized Transition Improvement Plan
- Review PSO data and TIP annually to show efforts are positively impacting student transition goals and outcomes

GRIP Tools

Click GRIP tools to:

- Review district and statewide Graduation and Dropout Rates
- Learn about the National Dropout Prevention strategies and Evidence-Based Practices.
- Use that information to create a personalized GRIP
- Review data and GRIP annually to show efforts are positively impacting successful school completion and graduation rates

TIP Website

and linked

GRIP Website

The screenshot shows the homepage of the Wisconsin Transition Improvement Plan (WiTIP) website. At the top left is the TIG logo with the tagline "From school to success." Below it is the text "Transition Improvement Grant". The main header is "Wisconsin Transition Improvement Plan" in a green bar. The central content area features the "WiTIP" logo and the tagline "Improving Outcomes Through Planning". A paragraph describes the transition planning process, and a "Download our TIP brochure" button is visible. A photo shows a group of students and an adult. A "TIP User Login" box is on the left, and a footer contains logos for the Wisconsin Department of Public Instruction, WIPSO, PTP, and NTACT.

The screenshot shows the homepage of the Wisconsin Graduation Rate Improvement Plan (WiGRIP) website. At the top left is the TIG logo with the tagline "From school to success." Below it is the text "Transition Improvement Grant". The main header is "Wisconsin Graduation Rate Improvement Plan" in an orange bar. The central content area features the "WiGRIP" logo and the tagline "Improving Outcomes Through Planning". A paragraph describes successful graduation planning, and a photo shows a teacher and a student. A "GRIP User Login" box is on the left, and a footer contains logos for the Wisconsin Department of Public Instruction, WIPSO, PTP, and NTACT.



Wisconsin Transition Improvement Plan

WiPSO WiGRIP

Home

Our Mission

Contact Us

Resources

Learn More

My Toolbox

TIP User Login

Logged in as:
Mary WA Kampa Demo
mkampa6196@charter.net
WA - Demo

Log-out

WiTIP

Improving Outcomes Through Planning

Resources

Introduction to the TIP

- [Conversation Starters](#)
- [Getting Started/Create Your Team\(s\)](#)
- [Brief Overview of the TIP Tools](#)
- [Using the TIP for Your PDP and SLOs](#)

Copy Prior Beginning the TIP

- [Implementation and Evaluation Ratings](#)
- [Predictor Chart and 34 Predictors](#)
- [Comprehensive Chart of all Predictors and Activities](#)

Training PowerPoints

- [Introduction to the TIP](#)
- [Indicator 14](#)
- [Predictor Rubric](#)

The TIP and GRIP are not intended to be so difficult to use that they cannot be used without a TIG Coordinator facilitating the process, but it allows the entire school team to participate, and may come with a stipend.

Contact us for additional Information or to schedule a training

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TRANSITION PLANNING TO IMPROVE POST SCHOOL OUTCOMES AND GRADUATION RATES OF YOUTH WITH DISABILITIES



- ◆ **NEW** DPI Cyclical Indicators Cycle
- ◆ Graduation Rate Improvement Plan (GRIP) **NEW**

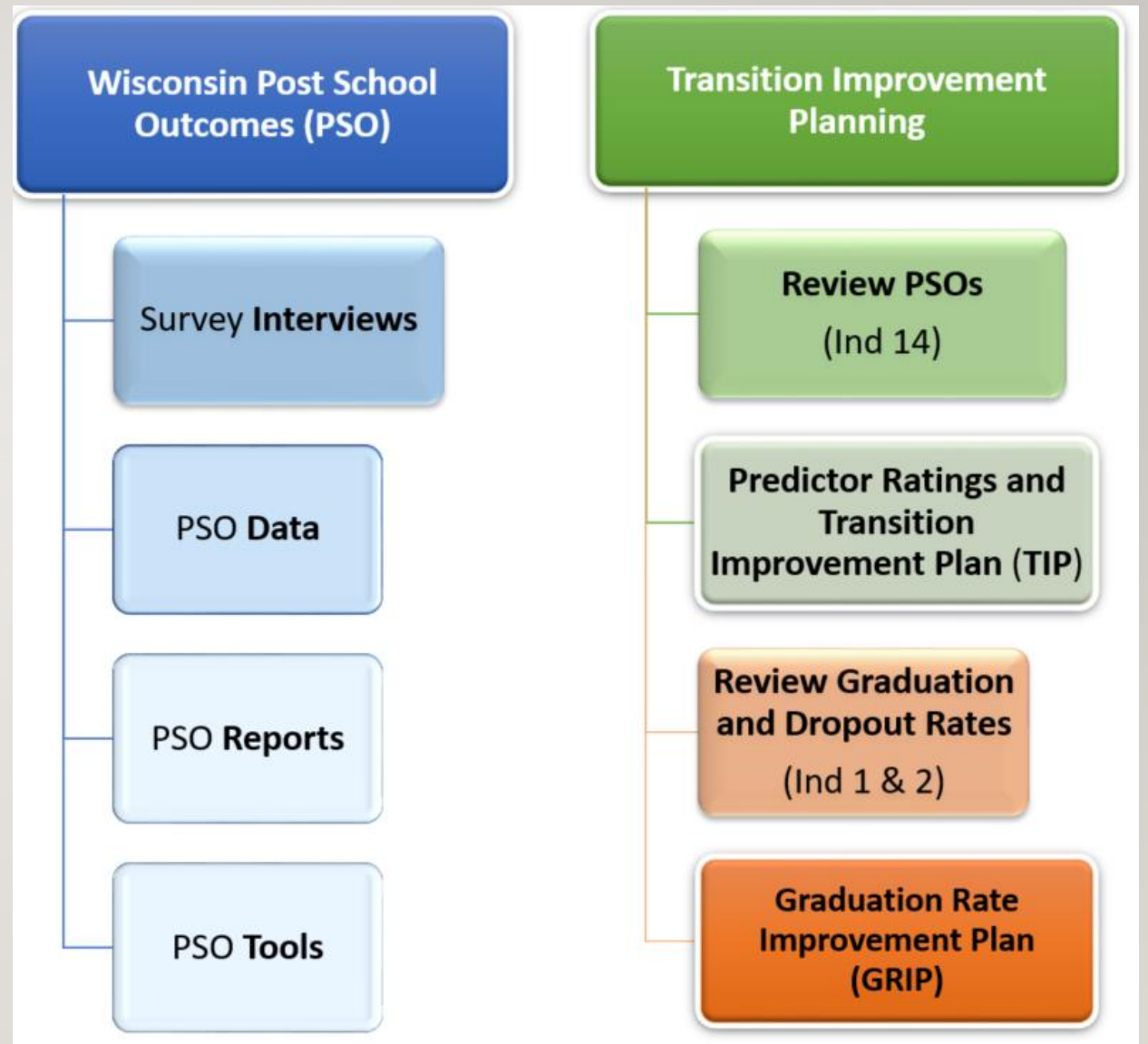
Continuing

- ◆ Indicator 14 Post School Outcomes Survey, Data, and Reports
- ◆ Transition Improvement Planning (TIP)

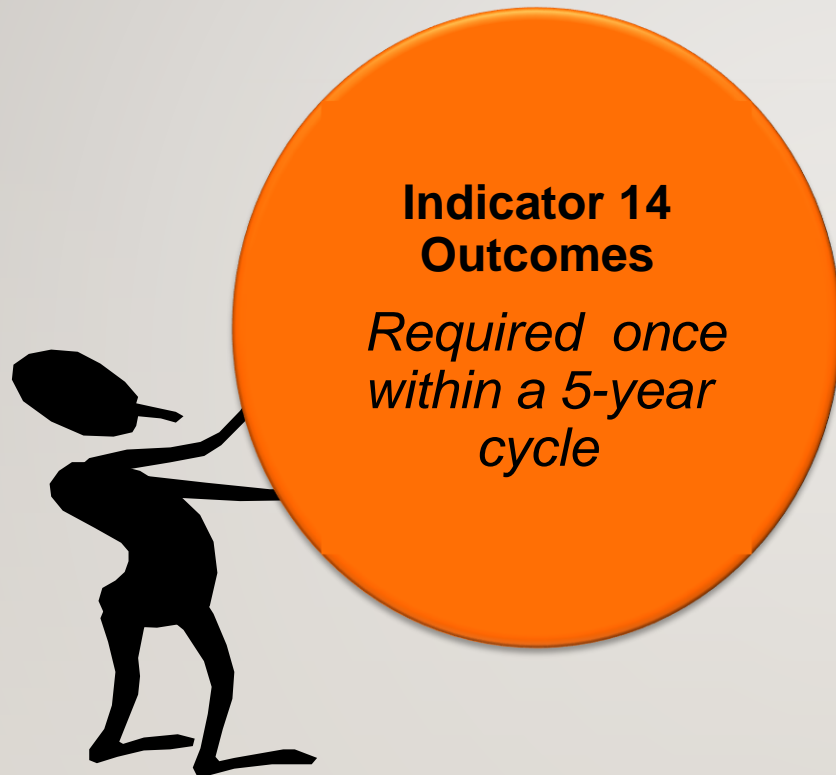


WISCONSIN TRANSITION IMPROVEMENT GRANT (TIG)

**TOOLS TO IMPROVE THE
POST SCHOOL
OUTCOMES OF YOUTH
WITH DISABILITIES**



Review Indicator 14 Outcomes



Reviewing district and state Indicator 14 Outcomes is an important **first step** in understanding the outcomes targeted for improvement.

Indicator 14 /
PSO Data



Wisconsin Post School Outcomes



[SPP/Indicator 14](#) | [Resources](#) | [Contact Us](#)



Welcome to the Wisconsin Post School Outcomes (WiPSO) Website!

The Wisconsin Post School Outcomes (WiPSO) Survey assesses the outcomes of individuals with disabilities one year after they have exited high school. Former students are contacted for a telephone interview to assess areas independent living, participation in postsecondary education or training, employment, and high school IEP planning.

Each district with a secondary population is required to use this website once within a five-year cycle to fulfill the reporting requirements of Indicator 14 of the State Performance plan. In addition to using the WiPSO website in a compliance year, districts may choose to use the website any year to collect outcomes data on local exiters. In addition to the required reporting elements of Indicator 14, this site provides many ways for districts to review their outcomes data, and to use that information for improvement planning.

Please contact Mary Kampa or Jenny Jacobs if you have any questions or would like to learn about district training opportunities. Just click "Contact Us" above to send your message!

Helps answer the Big Question...



“Are the transition services we are providing to youth successfully preparing them for post school engagement?”

- [WELCOME](#)
- [ABOUT THE SURVEY](#)
- [USING THE WEBSITE](#)
- [CREATING A TIP](#)
- [INDICATOR 14 REPORT](#)
- [COUNTY PSO REPORT](#)
- [SURVEY INSTRUMENTS](#)
- [STATEWIDE REPORTS](#)
- [ACKNOWLEDGEMENTS](#)

[USAGE AGREEMENT](#)
DSE/PS click here to create an account

Coordinator Links

- [Welcome / Confidentiality](#)
 - [Interviewer Training](#)
 - [Edit Student Contact Information](#)
 - [Enter Surveys](#)
 - [View/Use Data](#)
- Logged in as:
mkampa@cesa10.k12.wi.us
- [Change Your Password](#)
- [Logout](#)

Resources for Special Education Leadership	Resources for Special Education Teachers	Resources for Youth and Families
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Get Started
Directors of Special Education/Pupil Services Coordinators have responsibility for the data collection and reporting for Indicator 14. WiPSO Coordinators provide guided assistance the year prior to monitoring, the year of monitoring and the year after. Begin by completing the "Usage Agreement" if you do not already have a district PSO account. Letters below provide the information needed to complete the survey process. Click the following two links to view your district's required survey year.

- [DPI 2012-2016 Self-Assessment Cycle Update](#)
September 2014
- [DPI 2016-17 to 2020-21 Cyclical Indicator Cycle List](#)
- [TIP Brochure](#)

- Recent Communications**
- [PSO Introduction Letter](#)
 - [2015-16 Monitoring Year Letter](#)
 - [2016-17 Cyclical Indicators Year Letter](#)
 - [Interviewer W9](#)
 - [2016 Interview Assurances](#)

Get Involved!
Teachers are important partners in helping youth and parents understand the post school outcomes survey and in increasing district response rates. Click on the resources below to learn about the ways you can inform students and families about this important survey.

- [2015 Indicator 14 Overview](#) **New**
- [PSO Letter to Educators](#)
- [Preparing for the PSO Survey](#)
- [Sample Survey Questions](#)

[Click here for a printable copy of the "What's Up?" brochure](#)

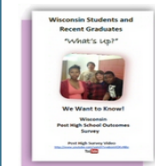


YouTube
Show this video to youth who are in their senior or final year of school. [without subtitles with subtitles](#)

Participate in the Survey!
Your voice is important! Youth and families can provide valuable information about how things are going within the year of exiting high school. Your stories are important to schools and to the agencies that help young adults in the first years after high school. Click on the links below for more information and to view a short video on the survey.

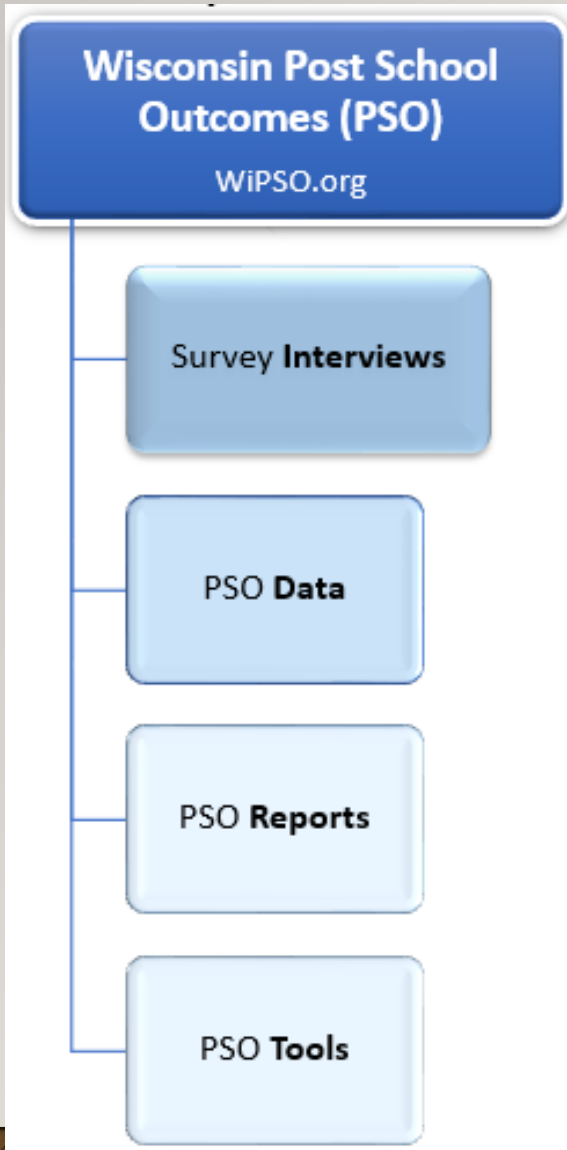
- [Special Message to Youth and Families](#) This flyer provides information on why it is important for youth to participate in the outcomes survey.

[Just 8-10 minutes? I can do that!](#)



YouTube
View this video to learn about the post high survey and why your voice matters. [without subtitles with subtitles](#)

WISCONSIN POST SCHOOL OUTCOMES (PSO) SURVEY OF YOUTH WITH DISABILITIES



Evaluating PSOs

- **Inform** program improvement planning
 - What areas are former students doing well?
 - What could be improved?
- **Track** how local exiters are doing over time and the impact of improvement planning efforts.
- **Explore** which in-school experiences influence students' post-school outcomes.



**Review PSOs
(Ind 14)**

**TIP: REVIEW
INDICATOR 14
PSO DATA**

Indicator 14 helps us describe further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life

2016 Wisconsin Statewide Supplemental Indicator 14 Data for 2014-2015 Exiters

All percentages based on a total of 1794 statewide respondents.

2016 Data for Indicator 14 Categories		Statewide Sample Count (N=1794)	Statewide Sample Percentage
1. Higher Education <ul style="list-style-type: none"> Completion of at least one term at a 2-yr College or Technical College or 4-yr College or University - Regardless of participation in Employment or other Postsecondary Education or Training 		564	31.44%
2. Competitive Employment <ul style="list-style-type: none"> 90 consecutive or cumulative days in a community setting, working 20 hours or more per week and earning minimum wage or greater or the military AND Never engaged in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment 		663	36.96%
3. Other Postsecondary Education or Training <ul style="list-style-type: none"> Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND Never engaged in Higher Education OR Competitive Employment and regardless of engagement in Other Employment 		34	1.90%
4. Other Employment <ul style="list-style-type: none"> 90 consecutive or cumulative days of employment in any setting AND Never Engaged in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program 		193	10.76%
A. Higher Education	A = 1	564	31.44%
B. Higher Education and Competitive Employment	B = 1 + 2	1227	68.39%
C. Higher Education and Competitive Employment and Other Postsecondary Education or Training and Other Employment	C = 1 + 2 + 3 + 4	1454	81.05%
5. Not Engaged <ul style="list-style-type: none"> 13% (225) never participated in higher education or other postsecondary education or training and have never been employed. 6% (115) have worked less than 90 days, have participated in postsecondary education or training but did not complete at least one full term, or have missing data criteria elements. 		340	18.95%

Locating Missing or Additional Indicator 14 Data

Some District Indicator 14 Reports will not have outcomes data:

- * = indicates fewer than 5 exiters in the population*
- = indicates no exiters this survey year*

If your district data is not shown or you want additional data:

- Log into the secure portion of the WiPSO website (www.wipso.org).
- Contact your district Director of Special Education/Pupil Service or Transition Coordinator to get a password.
- View your district's Indicator 14 data and complete the questions on the "Indicator 14 Review".

Indicator 14 Report

Review and discuss with your team:

- Response Rates
- Differences in outcomes between district and state - higher or lower than state?
- Representativeness
- Areas of needed improvement planning
- To print, at top of page, click

Outcomes Review Reflection Questions (select and discuss responses)

- **Response Rates:** Compared to the State, the District's overall Response Rate is: Higher Lower Same/Similar
 - Discuss the steps the district will take to increase Response Rates for the next survey.
- **Outcomes:** Compared to the State, the District percentage of youth who:
 - Completed at least one term of Higher Education is: Higher Lower Same/Similar
 - Are or have been Competitively Employed is: Higher Lower Same/Similar
 - Completed at least one term of any Other Postsecondary Education or Training is: Higher Lower Same/Similar
 - Are or have been Other Employed is: Higher Lower Same/Similar
 - Compared to the State, the percentage of youth who do not meet the criteria is: Higher Lower Same/Similar
- After a review of the district's outcomes data, additional post high data, other district, regional or community data and information, and considering other factors that might affect youth outcomes in our district, the percentage of youth meeting the Indicator 14 reporting criteria is: Representative Not Representative Other
- What outcomes areas will the district focus improvement planning efforts: Postsecondary Education Employment Both

Comments:

Save in Progress

use this option to return to your review and plan

Finalize and Submit Rubric

this will archive and save your work and you will not be able to access your plan to make entries or edits

TIP: PREDICTOR RATINGS AND IMPROVEMENT PLANNING

National In-School Predictors of Post School Success

- Evidence-based transition practices which are likely to lead to positive post school outcomes for students with disabilities.
- Extracted from high quality correlational research
- Operational definitions and essential program characteristics from experts in the field.

Predictors of Post-School Success

- an in-school experience, typically a program (i.e., work-based learning experiences) correlated with improved post-school outcomes.



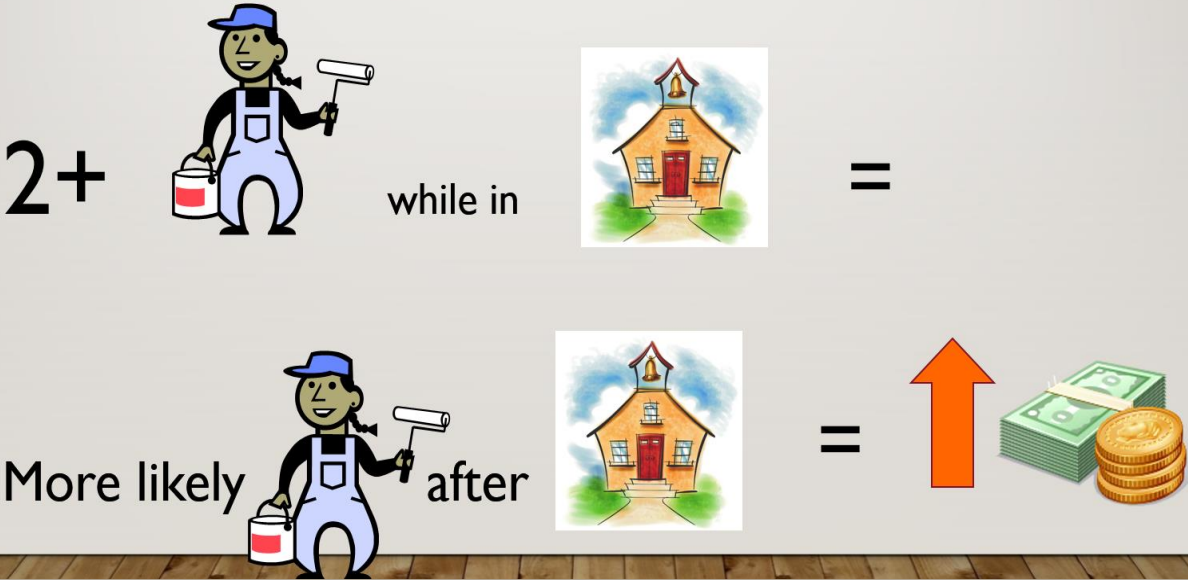
NTACT

National Technical Assistance Center on Transition

<http://www.transitionta.org/>

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Inclusion in general Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Vocation Education	X	X	
• Work Study		X	

BEST PREDICTOR OF POST HIGH EMPLOYMENT...



TIP: PREDICTOR RATINGS AND IMPROVEMENT PLANNING

- TIP is a self-assessment
- **Individual** educators and **school** teams
- **Framework** for determining the degree to which EBPs (practices that are likely to lead to more positive post school outcomes for students with disabilities) are currently being **implemented**
- Understanding that youth and families cannot **benefit** from programs and activities in which they are not exposed
- Develop a plan of improvement for Predictors rated as “**High Priority**”

Predictors of Post School Success	
Predictor Groups	National Predictors
Partnerships	<ol style="list-style-type: none"> 1. Family Engagement/Empowerment 2. Student Supports 3. Interagency Collaboration 4. Transition Programming
Interpersonal Skills	<ol style="list-style-type: none"> 5. Self-Advocacy/Self-Determination 6. Self-Care/Independent Living 7. Social Skills 8. Community Experiences
Instructional Supports	<ol style="list-style-type: none"> 9. Test Preparation/Accommodations/AT 10. Inclusion in General Education 11. Program of Study
Employment Preparation	<ol style="list-style-type: none"> 12. Work Study 13. Work Experiences/Paid Employment
Career Preparation	<ol style="list-style-type: none"> 14. Career Awareness 15. Occupational Courses 16. Vocational Education

TIP Predictors

- All Predictors are related to **students with disabilities**.
- You or your school are **engaged** in many of these transition activities **already**.
- As a classroom teacher, know you are **not responsible** for implementing **ALL** of these activities.
- **Read** through the Predictors
- Gain an **awareness** of those activities in which research shows more positive outcomes for youth with disabilities when high school students are engaged in these activities.

Rubric Ratings

- All Predictor ratings are related to students with disabilities.
- Read through the ratings and get a “feel” for the ratings.
- Ok to have lots of 0s, 1s, and 2s.
- 5s limited to “using data about this predictor to make decisions”.

Implementation Ratings		
Scale	Ratings indicate the degree to which your district, school, building or individual classroom is implementing the practices that are likely to lead to more positive post school outcomes for students with disabilities.	% of students with disabilities
0	Not being implemented at this time. No students or families benefit from this practice or activity.	0%
1	Beginning. Just beginning to discuss this practice, strategy or activity. There is a definite interest and organizational activities have begun. Few students and families are involved or benefit.	1% - 24%
2	Intermittent or Inconsistent. This practice, strategy or activity is in the earliest implementation stages; progress is being made and plans are moving forward. The practice, strategy or activity may be implemented in some classrooms or schools but not frequently or with consistency. Some students and families are involved or benefit.	25% - 49%
3	Emerging. Concerted efforts are being made to fully implement this practice, strategy or activity. Many students and families benefit or participate.	50% - 74%
4	Consistent. Implementation is district-wide and available. This is practice, strategy or activity is consistently implemented. Most or all students and families benefit or participate.	75% - 100%
5	Consistent and Data Driven. Data from this practice, strategy or activity is used to make decisions about needed services, changes in programs, plans and strategies, and is utilized in the district’s emerging, short-term and long-range planning efforts, changes to board policy, procedures, practices or professional development.	50% or more of the time

Select Predictor Ratings and Activities

1. Read through each of the Predictors and **assign a rating**.
2. Select those you want to “**Add to Your Plan**”.
3. Click the “+” and see the Activities related to this Predictor.
4. Click the Activities that you want to plan for. These are your **priorities** for planning.
5. You can uncheck any item you want, or leave on your plan with no activities so they are “**next on deck**”.

Select Predictor Ratings and Activities

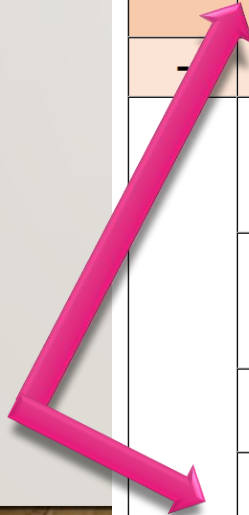
- Check the Predictors you want to “Add to your Plan”.
- Click the “+” for those you checked.
- Read through the activities and decide if you want to add them to your plan.

Career Preparation Ratings and Planning		Rating	Add to Plan
+	1.1 The district has embedded career awareness in the general curriculum and occupational courses to make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.	3 ▾	<input type="checkbox"/>
+	1.2 The district's school counselor provides career counseling and guidance to assist students with disabilities in career planning and development that is aligned with the students' preferences, interests, and needs.	3 ▾	<input type="checkbox"/>
+	1.3 Special education staff discuss the different types of postsecondary education and training options that are available to ensure all students with disabilities and families are aware of the options and know there are postsecondary supports to assist in their education or training program of choice.	2 ▾	<input checked="" type="checkbox"/>
+	1.4 The district provides systematic, age-appropriate student assessment of career awareness (e.g. interest inventories, aptitude tests) for students to learn about their preferences, interests and aptitudes for various types of careers.	4 ▾	<input type="checkbox"/>
+	1.5 The district provides systematic in-school career awareness activities and opportunities to learn about occupation-specific skills and various careers by inviting guest speakers, community volunteers or mentors into school, and offering Career and Technical Education classes.	0 ▾	<input checked="" type="checkbox"/>
+	1.6 The district provides hands-on and community-based career awareness opportunities to learn about occupation-specific skills and various careers via job shadowing, internships, industry tours, and career fairs.	1 ▾	<input checked="" type="checkbox"/>
+	1.7 The district provides occupational courses that represent a wide variety of occupational and career clusters to provide students course choices that match students' employment goals, preferences, interests, needs, and strengths.	3 ▾	<input type="checkbox"/>
+	1.8 The district provides a sequence of entry level and advanced integrated academic and vocational education courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment.	4 ▾	<input type="checkbox"/>
+	1.9 The district provides opportunities to earn Skill Standards Certificates in certain career areas designed to engage/promote new Work-Based Learning programs in schools where Skill Standards have not been offered in the past (e.g. Certified Nursing Assistant, Welding, and Food Handlers Certification).	0 ▾	<input checked="" type="checkbox"/>
Score		20/9	2.22

Predictor “Score”, based on a 0 to 5 scale

Predictor Activities

- Check the activities you want to **add to your plan** - specific, personalized activities,
- State what, who and when the activities will be completed.
- Every Predictor has “**Other**” added to plan discussion time.



+	1.4 The district provides systematic, age-appropriate student assessment of career awareness (e.g. interest inventories, aptitude tests) for students to learn about their preferences, interests and aptitudes for various types of careers.	2 ▾	<input type="checkbox"/>
-	1.4 Student Assessment of Career Awareness Activities		Add to Plan
	1) Special education staff use student assessment of career awareness information as part of the age-appropriate transition assessment.		<input type="checkbox"/>
	2) Special education staff supplement the activities provided for all students with additional student-specific assessments.		<input type="checkbox"/>
	3) Special education staff use this TIG Resource: Transition Assessment.		<input type="checkbox"/>
	4) The Division of Vocational Rehabilitation (DVR) assists individuals with disabilities obtain, maintain and advance in community-based employment. Special education staff should share information about DVR with families and youth at least 2 years prior to graduation, and assist with follow-through in regard to referral for services.		<input type="checkbox"/>
	5) Special Education staff coordinate with DVR for possible career assessments activities for any students who are active DVR consumers and eligible for services.		<input type="checkbox"/>
	6) Other. Individual/Team selects this activity to provide time to discuss student assessment of career awareness , and if needed, research and develop additional activities and strategies for this Predictor.		<input type="checkbox"/>
+	1.5 The district provides systematic in-school career awareness activities and opportunities to learn about occupation-specific skills and various careers by inviting guest speakers, community volunteers or mentors into school, and offering Career and Technical Education classes.	5 ▾	<input type="checkbox"/>
-	1.5 In-School Career Awareness Activities		Add to Plan
	1) Students with disabilities are included in career awareness activities, and are specifically encouraged to participate in activities related to their career or employment interests. Students are prepped before the event so they can fully participate, and met with after the event to discuss next steps, e.g. additional information, connection to related classes they currently have or will need to take related to their career interests.		<input type="checkbox"/>
	2) Special education staff participate in school groups that plan career fairs and events to ensure there is representation from guest speakers with disabilities and/or diverse racial backgrounds throughout the school; seek additional speakers and opportunities if they are absent from the current plan. Help ensure that as your district brings in speakers, the speakers are representative of your community and school populations.		<input type="checkbox"/>
	3) Special education staff provide or create opportunities for HS school students to mentor younger students with disabilities and/or diverse racial backgrounds with similar career interests.		<input type="checkbox"/>
	4) Other. Individual/Team selects this activity to provide time to discuss in-school career awareness , and if needed, research and develop additional activities and strategies for this Predictor.		<input type="checkbox"/>

Selecting Activities

1. The “Predictor Activities” are meant to get you started creating a plan of improvement that is specific to your classroom or team goals.
2. They are additional Predictors, DPI practices or TIG activities.
3. These are all evidence-based practices or high quality activities.
4. Read through and select desired suggested “Activities”.
5. **Each Predictor has an “Other” Activity. Select this to add your own unique activities or time to discuss.**

Saving Work and Printing Indicator 14 Review

- Be sure to record parts of the team discussion or thoughts about your data. Add **“Comments”** as you work.
- Click **“Save in Progress”** to return to “My Toolbox”.
- Every keystroke is saved so you can move between the tabs as desired.
- To print, at top of page, click

Generate Printable PDF

Comments:

Save in Progress
use this option to return to your review and plan

Finalize and Submit Rubric
this will archive and save your work and you will not be able to access your plan to make entries or edits

WI Post High School Outcomes Survey
2015 Birchwood District and Statewide Indicator 14 Outcomes for 2013-2014 Exiters

The data below are based on an unduplicated count of successfully completed interviews, meaning respondents are counted in only one category, and in the highest category listed below. The sections in blue represent the state and district Indicator 14 reporting categories.

Generate Printable PDF

All percentages based on a total of 1068 statewide respondents of 1925 students (55% state response rate) and 5 district respondents of 5 students (100% district response rate).

Data for Indicator 14 Categories	District Count (N=5)	District Percentage	Statewide Sample Count (N=1068)	Statewide Sample Percentage
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Save your work and return later

Save in Progress

use this option to return to your rubric and plan

Click this link most often when working between tools or returning to your plan.

Finalize and Submit Rubric

this will archive and save your work and you will not be able to access your plan to make entries or edits

Click this when you want to lock and archive your plan and begin building your “Ratings Over Time” chart. You will receive an email that the TIP has been archived and that you will no longer be able to make changes to the Rubric Ratings or Activities Plan.

At-A-Glance View of Ratings and Selected Activities

- Each time you “Finalize and Submit” your report and complete a new Rubric Rating, this table will fill in to the right with new columns of data.
- Great artifact for your PDP or SLOs.

Predictor Rubric Ratings for Degree of Implementation and Predictors Selected for Active Planning		
Predictor Practice, Skill or Strategy		
1. Career Preparation		
Predictor	Rating	Activity Planning
1.1 The district has embedded career awareness in the general curriculum and occupational courses to make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.	2	
Activity	Activity Planning	
1) Connect the content to different careers and create relevant examples and opportunities for additional exploration, based on the student's interests. Provide examples in lessons on how core content areas are related to real jobs, e.g. how a train engineer uses geometry; how a cashier uses mental math in making change.		
2) Include special education staff in curriculum work groups or teams to help ensure that there are multiple examples of people with disabilities and diverse racial backgrounds throughout the curriculum and help develop examples if examples are absent from the curriculum or lesson plans.		
3) Students can identify the skills and qualification required for various occupations.	✓	
4) Visit the Career Pathways website to view program of study and corresponding "My Next Move".		
5) Actively get to know and seek to understand the students' personal and family value of work and goals. Validate and affirm students' career interests and choices.		
6) Make connections between the home culture/language and the school culture/language through instructional strategies and activities, and provide opportunities for students to practice ("bridge") appropriate cultural and linguistic behaviors expected in a work setting, e.g. Validate, Affirm, Build and Bridge (VAAB).		
7) Other. Individual/Team selects this activity to provide time to discuss embedded career awareness , and if needed, research and develop additional activities and strategies for this Predictor.		
Predictor	Rating	Activity Planning
1.2 The district's school counselor provides career counseling and guidance to assist students with disabilities in career planning and development that is aligned with the students' preferences, interests, and needs.	1	✓

Next Steps Planning

- This form auto-fills as selected activities are checked.
- See Comments
- Review and add or delete activities before you start your plan.
- Complete additional questions.

Next Steps Planning

See Comments

Directions: The table below shows all Activities, separated into the 5 sections. The Predictor Activities "selected for planning" during the ratings activity on the preceding page are auto-filled into the planning form below. Consider insights gained from the review of state and district post school outcomes, including those leavers who were not engaged, to identify Activity Planning/Action Steps that will be implemented to increase the number of youth in your school or district participating in that predictor or implement a predictor activity or practice not currently available in your school or district. Include the Person(s) Responsible and the anticipated GOAL Completion date for each of the selected Predictors.

Click [here](#) to view the TIP Activity Ratings.

Career Preparation - Activity Planning

1.1 The district has embedded career awareness in the general curriculum and occupational courses to make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.

Predictor Activity	Activity Planning/Action Steps	Person(s) Responsible	GOAL: Anticipated Completion Date	GOAL: Actual Completion Date
3) Students can identify the skills and qualification required for various occupations.			//	//

Based on the Predictor Ratings, respond to the following questions

1. Are other additional data needed to answer the unanswered questions?

We would like to review our dropout and graduation rates for the past five years.

2. Who is missing?

A parent and a student

3. When will we meet again?

December 10, 2015

At-A-Glance

- One-page view of where your team rated all of the Predictors.
- Print this and keep where you can view it.
- Use as an artifact for your PDP or SLOs



Wisconsin Transition Improvement Plan

2015 WI At-A-Glance Predictor Rubric Report for Zeta Test District (Other rubric (Washburn CoT) - Saved on Oct 28, 2015)

0	1	2	3	4	5
2.3 Workplace Liability 3.1 Test Preparation / Accommodations 3.2 Administrative Support and Professional Development 3.3 Instructional Supports to Students 3.4 Diploma Requirements 3.5 Program of Study 4.1 Student-Driven IEP 4.2 Functional Communication System 4.3 Instruction in Self-Advocacy and Self-Determination Skills 4.4 Self-Care and Adult/ Independent Living Skills 4.5 Social Skills Instruction 4.6 Administrative and Other Supports 5.1 Family Engagement 5.2 Parent Empowerment 5.3 Community Networks 5.4 Interagency Collaboration 5.5 District Infrastructure 5.6 Program Evaluation	1.2 Career Counseling and Guidance 1.8 Vocational Education 2.1 Work-Related Skills Curriculum	1.1 Embedded Career Awareness 1.3 Postsecondary Education and Training Options 1.4 Student Assessment of Career Awareness 1.7 Occupational Courses 2.2 Credit for Work Experiences 2.8 Adult Services	2.4 School/Business Partnerships	1.6 Community-Based Career Awareness 1.9 Certificates 2.6 Paid and Nonpaid Work Experiences 2.7 Transportation Needs	1.5 In-School Career Awareness 2.5 Assessing and Monitoring Progress

Print Your Plan

Reports and Plan auto-fill as you work

114 Review Transition Improvement Plan (TIP)

TIP Ratings Next Steps Planning Activities Evaluation **Reports**

TIP Ratings At-A-Glance Report TIP Ratings Summary Report TIP Next Steps Planning Report Full TIP Activities 'Add to Plan' Report TIP Activities Evaluation Report TIP Predictor Ratings Over Time

At-a-Glance All 34 Predictors in columns by score	Predictor Printable All Predictors and Activities, checked if selected	Predictor Activities and Evaluation Reports Just the Predictors and Activities added to your plan	Ratings Over Time Predictors Scores fill as "Save and Submit" is selected
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Rubric Ratings Over Time

Predictor Rubric Ratings for Degree of Implementation		
Predictor Practice, Skill or Strategy	Sep 21, 2015	
1. Career Preparation		
Predictor	Rating	Activity Planning
1.1 The district has embedded career awareness in the general curriculum and occupational courses to make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes.	2	
1.2 The district's school counselor provides career counseling and guidance to assist students with disabilities in career planning and development that is aligned with the students' preferences, interests, and needs.	1	✓
1.3 Special education staff discuss the different types of postsecondary education and training options that are available to ensure all students with disabilities and families are aware of the options and know there are postsecondary supports to assist in their education or training program of choice.	2	
1.4 The district provides systematic, age-appropriate student assessment of career awareness (e.g. interest inventories, aptitude tests) for students to learn about their preferences, interests and aptitudes for various types of careers.	2	✓
1.5 The district provides systematic in-school career awareness activities and opportunities to learn about occupation-specific skills and various careers by inviting guest speakers, community volunteers or mentors into school, and offering Career and Technical Education classes.	5	
1.6 The district provides hands-on and community-based career awareness opportunities to learn about occupation-specific skills and various careers via job shadowing, internships, industry tours, and career fairs.	4	✓
1.7 The district provides occupational courses that represent a wide variety of occupational and career clusters to provide students course choices that match students' employment goals, preferences, interests, needs, and strengths.	2	✓
1.8 The district provides a sequence of entry level and advanced integrated academic and vocational education courses designed to improve students' reasoning and problem-solving skills, academic knowledge, work attitudes, specific occupational and/or technical skills, and general skills needed for employment.	1	
1.9 The district provides opportunities to earn Skill Standards Certificates in certain career areas designed to engage/promote new Work-Based Learning programs in schools where Skill Standards have not been offered in the past (e.g. Certified Nursing Assistant, Welding, and Food Handlers Certification).	4	
Score	23/45	2.22

- This report auto-fill report shows your plan ratings over time.
- When you or your team completes a second Rubric rating, columns fill to the right.