

# Transition Improvement Plan (TIP)

## Self-Assessment of Implementation of Transition Predictor Activities - District/School/Educator

### 1. Partnerships

**Partnerships** engage family and community transition partners and provide transition programming focused on supports and services. Youth with involved transition partners report increased post high school satisfaction and success in many areas of adult living.

#### Predictor Categories

1. **Family Engagement and Empowerment / Expectations.** Parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g. decision-making, providing support, attending meetings, and advocating for their child). Consider families' perceptions in transition planning that may conflict with mainstream professional ideas. Some family members from culturally and linguistically diverse backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations. Consider developing material in languages accessible to target communities.
2. **Coordinated Student Supports.** A network of people (e.g. family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and postsecondary goals aligned with their preferences, interests and needs.
3. **Interagency Collaboration.** A clear, purposeful and carefully designed process that promotes cross agency, cross program and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.
4. **Transition Programming.** Prepares students to move from high school to adult life, utilizing comprehensive transition planning that creates individualized opportunities, services and supports to help students achieve their post-school goals in education/training, employment, and independent living. In Wisconsin, transition planning is a part of the IEP and is updated each year starting at age 14.

### Partnerships Ratings and Planning

1.1 Family engagement is observed by parents/families/guardians who are active and knowledgeable participants in all aspects of transition planning for their child (e.g. decision-making, providing support, attending meetings, and advocating)..		
1.1 Family Engagement Activities	Rating	Add to Plan
1) Provide relevant information about transition planning to parents through a variety of means (e.g. written, face-to-face, community-based trainings such as Autism Society) at each stage of the transition planning process such as transition from middle to high school, age of majority, and graduation.		
2) Provide training and resources to families to involve them in transition planning and connect them to support and information networks (e.g. networking opportunities with other parents, advocacy groups). Determine if material is accessible to parents (reading level, language, alternative mode of communication)		
3) Provide multiple options for involvement (e.g. pre-IEP planning input, flexible IEP meeting times) and alternate ways to obtain input in the transition planning process.		
4) Establish a welcoming atmosphere in the school by developing a system of ongoing communication and interaction (e.g. e-mail, notes home, home visits, and regularly scheduled meetings in addition to IEP meetings). Review the resource: (Mis)Understanding Families		
5) Provide fairs, brochures, or workshops to educate parents about adult services and post-school supports in the community (e.g. vocational rehabilitation, mental health resources, postsecondary education institutions and supports). Plan for followup with families on the information presented.		
6) Explain the difference between accommodations and modifications to families and students; check for understanding. Provide resources and literature as well.		
7) Collaborate with families to identify how school and families/guardians can support the student in achieving their desired goals.		
8) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>family engagement</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
1.2 District has evidence of parent (Family) empowerment through participation in transition activities and IEP planning as partners and work together to promote successful student outcomes..		
1.2 Parent/Family Empowerment Activities	Rating	Add to Plan
1) Family members are invited and active members of district and county teams that address transition planning. (County Communities on Transition (CCoT))		
2) Share transition assessment results annually with families so that family members can use the information to provide training for their student in the home and the community and identify natural supports to achieve their goals.		
3) Consider families' perceptions in transition planning that may conflict with mainstream professional ideas. Work in partnership with families and students to assure that post-secondary goals and pre-employment transition services fit with the families' beliefs.		
4) The district ensures all students and/or families understand the results of the age-appropriate transition assessments in order for students to learn about themselves, set goals, solve problems, use information, make decisions, and to identify long-range goals.		

5) Special education staff review Indicator 8 – Family Engagement Survey and identify areas of needed improvement. Parents are included in this process. <a href="#">Utilize WSPEI's Indicator 8 Suggested Activities Guide</a>		
6) Consider developing materials in languages accessible to target communities.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>parent empowerment</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>1.3 District develops and implements procedures for cultivating and maintaining school and community networks to assist students in obtaining their postsecondary goals. Consider networks that are culturally, racially, and ethnically representative to accommodate the needs of culturally and linguistically diverse students..</b>		
<b>1.3 Community Network Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Link students to appropriate individuals who can provide support for financial planning, navigating the health care system, adult services, and transportation.		
2) Link students to a community mentor who is representative of students' demographics and culture and/or school-based mentor/graduation coach.		
3) Provide opportunities for meaningful engagement in the community (e.g. clubs, friends, advocacy groups, and sports).		
4) Ensure teachers and other service personnel provide on-going transition assessment to assist in planning for needed supports and resources in school and beyond.		
5) Consider networks that are culturally, racially, and ethnically representative to accommodate students who come from culturally and linguistically diverse backgrounds.		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to <b>community networks</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>1.4 The district engages in a clear, purposeful and carefully designed interagency collaboration that promotes cross agency, cross program and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth..</b>		
<b>1.4 Interagency Collaboration Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Participate in cross-discipline professional development opportunities for all members of interagency council to ensure members are knowledgeable about services and eligibility criteria (e.g. Transition Collaboration Network (TCN), Transition Academy and the CCoT Retreats).		
2) Use these TIG resources to establish or further your CCoT: <a href="#">CCoT Toolkit</a> , <a href="#">CCoT Essentials</a> and <a href="#">CCoT Essentials Worksheet</a> .		
3) Identify leadership structures in community partners.		
4) Develop an agreed upon vision and mission of transition services and programs.		
5) Participate on County Community on Transition (CCoT) to coordinate the development of policies and procedures for service delivery and sharing of resources by both school and community agencies.		
6) Conduct asset/resource/community mapping to identify all community agencies/organizations/individuals that support youth with disabilities in the area as well as gaps in service delivery. Identify agencies and resources that represent student demographics and cultures.		
7) Develop an organizational structure that includes a process for identifying membership (e.g. criteria for membership), terms of services, procedures for replacing members, orientation for new members, and web-based and print membership directories.		
8) Schedule regular times and multiple-methods for shared problem-solving, planning, developing, and measuring the progress and effectiveness of implementing a shared transition service delivery system across agencies and at all levels (e.g. individual student, school, local, region, state, and nation) to address needs of students with disabilities and the barriers they may face during transition process.		
9) Establish multiple methods of communication and information sharing across agencies.		
10) Use interagency collaboration with clearly defined roles and responsibilities to provide coordinated transition services (e.g. Vocational Rehabilitation, Mental Health) at multiple levels (i.e., student, school, district, and region, state) to assist students in meeting postsecondary goals.		
11) Connect students and families to agency partners and supports by hosting a community agency and partners night in your school district. Invite the agencies to attend and provide resources and information to families. Plan for followup with families on the information presented.		
12) Develop procedures for school staff to have a systematic way to include students, families, community members and agencies at different levels of the transition process (e.g. when to invite to the IEP meetings, when to refer families to meet with an agency, when to provide information sheet to the family).		

13) Review the <a href="#">DVR/DHS/DPI Interagency Agreement</a> which clearly defines roles and responsibilities of each organization for the delivery of transition services.		
14) Review and become familiar with the <a href="#">Transition Action Guide for Post School Planning</a> , which implements the Interagency Agreement. Share this information with students and families.		
15) The CCoT members are aware of the state interagency team (Wisconsin Community on Transition - WiCoT) that includes disability-related and non-disability related agencies (e.g. Developmental Disabilities, Vocational Rehabilitation, Department of Labor, and Social Security Administration) with a common interest in transition service delivery.		
16) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>interagency collaboration</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>1.5 Transition programming successfully prepares students to move from secondary settings to adult-life, utilizing comprehensive transition planning and education that creates individualized opportunities, services and supports..</b>		
<b>1.5 District Infrastructure Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Use multiple strength-based assessments across multiple domains at different points in time to assist student and IEP teams in post school planning.		
2) Provide integrated instruction in all areas of independent living (e.g. community living, transportation, recreation leisure, self-advocacy, goal setting, and decision-making) for all students with disabilities.		
3) Provide individualized transition focused curriculum and instruction based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g. self-determination and financial planning).		
4) Provide individualized transition services based on students' postsecondary goals in postsecondary education, employment, and independent living (e.g. self-determination and financial planning).		
5) Work with administration to ensure equitable distribution of district resources across the district.		
6) Design multiple pathways in the general curriculum for satisfying standard diploma requirements (career technical education, community-based work, independent living, and community access experiences; school-based enterprises; dual credit through a cooperative agreement) for students to acquire needed credits to achieve a standard diploma and ensure a seamless transition to postsecondary education and employment setting.		
7) The district encourages enhanced skills by supporting continuing education for all staff, e.g. UW-Whitewater Online Transition Certificate Program. For more information, see <a href="http://www.uww.edu/coeps/departments/specialed/grad/tr-cert">http://www.uww.edu/coeps/departments/specialed/grad/tr-cert</a> and/or completion of TIG online PTP course, see <a href="https://www.uww.edu/orsp/research-centers/citee/tig">https://www.uww.edu/orsp/research-centers/citee/tig</a>		
8) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>transition programming that successfully prepares students</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>1.6 The district conducts transition program evaluations to assess effectiveness of transition programming, including post school outcomes data, to adjust goals and determine areas of needed improvement..</b>		
<b>1.6 Transition Program Evaluation Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Participate in the <a href="#">Wisconsin Indicator 14</a> Survey annually.		
2) Conduct the Predictor Self-Assessment, including Indicator 14/Post School Outcomes data, as a district to determine if transition planning and services are occurring in a coordinated and equitable manner across the district.		
3) The district provides <b>systems-level infrastructure</b> to monitor and guide students to obtain successful school exit and post school goals (e.g. highly qualified staff and administrators with defined roles and responsibilities, sufficient budget for transition-related and community activities).		
4) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>transition program evaluation activities</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>Activity Score</b>	<b>0/49</b>	<b>0.00</b>

## 2. Interpersonal Skills

Youth who demonstrate **life skills** through self-advocacy, social skills and community experiences while in high school report increased satisfaction in post high school living.

### Predictor Categories

5. **Self-Advocacy / Self-Determination.** The ability to make choices, solve problems, set goals, evaluate options, initiative to reach one's goals, and accept the consequences of one's choices. As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from culturally and linguistically diverse backgrounds.

- 6. **Self-Care / Daily Living Skills.** Skills necessary for management of one's personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
- 7. **Social Skills.** Behaviors and attitudes that facilitate communication and cooperation (e.g. social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication) environment that requires interaction with people from different culturally and linguistically diverse backgrounds.
- 8. **Youth Autonomy.** An adolescent's growing ability to think, feel, make decisions, and act on her or his own. It signifies that an adolescent is a unique, capable, independent person who depends less on parents and other adults.
- 9. **Goal Setting.** Involves actions that enable a person to reach a specified preferred outcome.
- 10. **Community Experiences.** Activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

**Interpersonal Skills Ratings and Planning**

**2.1 The district encourages all students with disabilities to utilize a student-driven IEP process that allows students to demonstrate self-awareness, goal setting, problem solving, and self-advocacy. Students attend their IEP meetings..**

<b>2.1 Student-Driven IEP Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Research instructional strategies for student-driven IEP meetings and analyze/develop options for youth to choose from to lead their meetings. (e.g. completion of a sample PTP using the Demo site, a PowerPoint about themselves, a script they can read, a method to participate using augmentative communication).		
2) Students are knowledgeable about the reason for the IEP meeting and are provided specific information on how to meaningfully participate in the IEP meeting, including the names of all team members, what agency they represent, and what role they will play in the student's IEP meeting.		
3) Assist students and families with utilizing the WI Transition App to allow for increased discussion and communication around transition goals and needed pre-employment transition services.		
4) Students express their personal strengths and goals, and have the opportunity to practice presentation skills (e.g. eye contact, volume, tone, posture, body language).		
5) Have students break their annual goals into smaller steps and create progress sheets to keep track of tasks that are being completed successfully or not being met.		
6) Complete an assessment that helps generate IEP transition goals based on the student's response (e.g. Enderle Severson or the Transition Assessment and Goal Generator).		
7) Create a check-in process to help students keep track of their progress towards their annual goals. Talk about data collection and what kind of data would help show progress in each goal area.		
8) Have students share their annual goals and objectives with the appropriate general education teachers and talk about the supports they may need to meet these goals.		
9) Have students reflect on their goals. Discuss with them why it is important to set goals. Determine if there are goals outside of school the student wants to meet and help them decide who can help support them in meeting these goals. Connect them with these individuals so they know who to contact after they exit high school.		
10) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>student-driven IEPs</b> , and if needed, research and develop additional activities and strategies for this Predictor.		

**2.2 The district provides all students (including those with significant disabilities, with functional communication needs, augmentative communication (AC) and/or assistive technology (AT) needs) opportunities to engage in choice-making, problem-solving, goal setting, taking initiative to reach goals, and accepting consequences for one's actions..**

<b>2.2 Functional Communication System Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) All students have and utilize a method of functional communication.		
2) Assure that all students who have augmentative communication needs have access to and utilize supports and/or assistive technology (AT) devices to encourage communication.		
3) Students are linked to appropriate individuals who can assist them in obtaining access to assistive technology resources and teach them to use that technology to enhance their academic and functional performance in both secondary and postsecondary settings.		
4) The school works with adult service agency providers to ensure there is a smooth transition from high school to adult living with the communication system the district has been providing (i.e. ensures the same or similar devices and methods continue after high school exit).		
5) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>functional and augmentative communication and/or AT</b> , and if needed, research and develop additional activities and strategies for this Predictor.		

**2.3 The district provides direct instruction in self-advocacy and self-determination using a structured curriculum with guided practice in natural and school settings..**

<b>2.3 Instruction in Self-Advocacy and Self-Determination Skills Activities</b>	<b>Rating</b>	<b>Add to</b>
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		Plan
1) Collaborate with general education teachers to embed choices into the general curriculum and daily lessons and provide opportunities for students to practice self-determination skills.		
2) Teach students to self-monitor self-determination skills (e.g. accommodations and modifications) and provide opportunities for students to practice the self-monitoring strategy.		
3) Expect and support students to make many routine choices for themselves through the course of a school day to foster the development of students' leadership skills.		
4) Work collaboratively with students to facilitate achievement of their goals by informing them of their options and the potential consequences of their choices by engaging in honest and respectful discussions with students about their self-determination assessment responses.		
5) Teachers read the DPI guidebook Opening Doors to Self-Determination Skills and review the guidebook with their students. Discuss IDEA and ADA with students and talk about "Entitlement" versus "Eligibility." Students complete the Scavenger Hunt.		
6) Become familiar with <a href="#">TIG's Self-Advocacy Suite</a> . Complete the student self-assessment and Wisconsin Self-Advocacy Suite Cross Walk to determine curricular strengths and weaknesses in this area. Review <a href="#">Overview Guide to the Self-Advocacy Suite</a> .		
7) Implementation of <a href="#">TIG's Self-Advocacy Suite</a> tools including ongoing progress monitoring utilizing the student self-assessment.		
8) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>instruction in self-advocacy and self-determination skills</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>2.4 The district provides instruction and multiple opportunities to practice self-care and adult/independent living skills in multiple settings including general education, special education, and community, in real-life situation using real-life materials and equipment..</b>		
<b>2.4 Self-Care and Adult/ Independent Living Skills Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Use age-appropriate assessments to identify individualized self-care/adult living skills for instruction. Review age appropriate assessment data at each annual IEP meeting and provide parents with results of the assessment.		
2) Provide instruction, as needed based on assessment data, in (1) financial planning, (2) self-help, (3) cooking, (4) housekeeping, (5) home maintenance, (6) using transportation, (7) clothing care, (8) accessing community services, (9) time/organizational management, (10) self-determination, (11) social roles/citizenship, (12) community/peer relationships, or (13) critical thinking and problem solving.		
3) Embed self-care/independent living skills instruction into academic coursework to help students connect academic skills to post-school goals.		
4) Independent/adult living instruction is based on school-based and/or community-based assessment data, meaning the district conducts their own assessment or works with an Independent Living Center to have the assessment completed.		
5) The district provides transition services (e.g. completing housing applications, obtaining Social Security Disability) for students to accomplish postsecondary independent living goals. The additional information boxes within the PTP are used to document results of age appropriate assessments as well as the date administered and by whom.		
6) The district conducts ongoing assessment of self-care/independent living skills to evaluate levels of skill attainment, maintenance, and generalized use of skills in other settings where use of skills is required.		
7) Special education staff teach home and community recreation skills that can be done alone or with others in both organized and informal settings.		
8) Invite a local/regional Independent Living Center or ADRC services coordinator into your classroom as a guest speaker to talk about adult and independent living and the supports these agencies can provide, and to give students an opportunity to ask questions.		
9) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>self-care and adult/independent living skills</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>2.5 The district ensures students with disabilities are provided integrated social skills instruction across the curriculum (e.g. general education and community, such as church, school, work, and recreation)..</b>		
<b>2.5 Social Skills Instruction Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Use a direct instruction curriculum to teach and self-evaluate use of communication, interpersonal, conversational, negotiation, conflict, and group skills.		
2) Provide opportunities for students to practice social skills that foster authentic social interactions and the development of friendships.		

3) Provide opportunities for students to practice communication, interpersonal, conversational, negotiation, conflict, and group skills in the context in which it occurs naturally (i.e. outside of the special education classroom), and assist them in using problem-solving skills when difficult interpersonal situations arise.		
4) Assess social skills of students with disabilities in the environment in which the student will be expected to perform that skill.		
5) Provide families and school staff information and training in supporting age-appropriate social skills development, taking into consideration the family's cultural standards.		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>social skills instruction</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>2.6 Administrative and program supports are provided so students can apply interpersonal, academic and general work behaviors in natural and community-based settings..</b>		
<b>2.6 Supports in Natural and Community-Based Settings Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Sufficient resources are allocated to support meaningful community-based experiences.		
2) Provide supervision during community experiences to guide and direct students in the development of appropriate behaviors and skills needed for specific environments.		
3) Observe and document students' attainment of desired behaviors and skills across diverse environments.		
4) Use community-based instruction to teach, assess, and monitor the obtainment of desired academic and/or functional skills.		
5) Based on observations in the environments in which they occur, provide instruction on skills needed to access community environments, e.g. what to do if the local movie is not accessible.		
6) Engage parents, adult service providers, community partners (e.g. employers, recreation facilities) to develop community experience sites and provide supports.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>supports in community-based setting activities</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>Activity Score</b>	<b>0/45</b>	<b>0.00</b>

### 3. Instructional Supports

**Instructional supports** includes school-based programs, curriculum and inclusion in general education activities and programming. Success in these areas leads to increased outcomes in many areas of adult living.

#### Predictor Categories

11. **Test Preparation / Accommodations.** Standardized tests assess single content or multiple skills areas with specified levels of proficiency that students must pass. Diploma Status is achieved by completing the requirements of the district awarding the diploma.
12. **Inclusion in General Education.** Requires students with disabilities have access to the general education curriculum and be engaged in general education classes with peers without disabilities.
13. **Program of Study.** An individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students desired post-school goals.

#### Instructional Supports Ratings and Planning

<b>3.1 The district provides students with disabilities the necessary and approved test preparation and accommodations to pass standardized tests that assess single content or multiple skill areas with specified levels of proficiency..</b>		
<b>3.1 Test Preparation / Accommodations Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Teach test-taking strategies and study skills instruction. Provide remediation assistance if needed.		
2) Administer standardized practice tests periodically to monitor progress towards benchmarks.		
3) Provide students with multiple opportunities to take high-stakes tests, e.g. ACT, Civics Exam.		
4) Provide students appropriate accommodations they need to successfully pass high stakes, standardized and benchmark, and classroom testing.		
5) Students are competent in identifying and asking for the accommodations they need to successfully pass exams, both in high school and postsecondary education. If not, assist students to ask for and use appropriate accommodations when taking tests. Role-play this activity as it would occur at the postsecondary education or training level.		
6) TIG/Partner Resource: Review Madison Area College/Transition Academy PowerPoint "Going to College" to learn about what accommodations are allowed at the postsecondary level. Discuss with your team how to make sure		

students are familiar with and using these strategies and accommodations prior to high school exit to ensure a smooth transition.		
7) Work with local/regional Independent Living Center, technical college or university disability services coordinator to discuss the types of accommodations and assistive technology that are allowed and typically used by students. Develop a plan to explore these, working with the disability coordinator or DVR to implement the same or similar strategies and technologies.		
8) Discuss the current use of any assistive technology (AT) the school is currently providing for the student and determine how that AT will be continued postsecondary.		
9) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>test preparation and accommodations</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>3.2 The district provides administrative support and professional development to educators for students with disabilities included in general education classrooms, e.g. for teachers and paraprofessionals, common planning, providing paraprofessionals..</b>		
<b>3.2 Administrative Support and Professional Development Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) The district has a process to identify needed professional development (PD) and provides identified PD activities and training for staff, including special education staff.		
2) Provide professional development to secondary personnel to ensure they are qualified to use multiple and diverse instructional strategies and models of inclusive learning (e.g. culturally and linguistically responsive practices, Universal Design for Learning, and evidence-based instructional strategies).		
3) Develop a receptive school atmosphere for including students with disabilities in general education by educating administrators, teachers, other staff, and students about person-first language and disability rights.		
4) Use diverse instructional strategies to meet the learning needs of all students, linking instruction to students' interests.		
5) The district provides staff training on culturally competent transition planning (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family).		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>support and professional development activities</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>3.3 The district provides specific instructional supports to students with disabilities who are included in general education courses (e.g. differentiated instruction, learning strategies, study skills, organizational skills, and personal management skills). .</b>		
<b>3.3 Instructional Supports to Students Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Provide specific instruction to support students with disabilities who are included in the general education, e.g. differentiated instruction, learning strategies, study skills, organizational skills, personal management, etc.		
2) Observe and evaluate the effectiveness of inclusive programming by using formative assessment to identify when adjustments are needed to accommodate all students' learning differences (e.g. pace, learning style, behavior, communication).		
3) District staff are trained on culturally and linguistically responsive transition planning practices (e.g. recognizing and honoring differences such as ethnic, socioeconomic, and values of the family); consider developing material in languages accessible to target communities.		
4) Ensure students' program of study is inclusive, academically rigorous, and supported by Universal Design for Learning (UDL) principles.		
5) Engage students as active participants in general education instructional processes utilizing multiple models of inclusive learning e.g. culturally and linguistically responsive and UDL).		
6) Authentic Team Teaching/Co-Teaching is occurring and supported by professional development; a common core of coursework is used by all educators to ensure general and special educators work side by side during common teaching experiences.		
7) Work collaboratively with other school staff, including regular education, to identify age-appropriate transition assessments applicable to all students that can be used in effective transition planning.		
8) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>instructional supports to students</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>3.4 The district provides guidance to students with disabilities on how exiting their secondary placement with a diploma is achieved by completing the diploma requirements of the district awarding the diploma..</b>		
<b>3.4 Diploma Requirements Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Provide multiple opportunities (e.g. career technical education; community-based work, independent living and community access experiences; school-based enterprises; dual credit through a cooperative agreement) for students to acquire needed credits to achieve a standard diploma and ensure a seamless transition to		

postsecondary education and employment settings.		
2) Provide clearly defined graduation requirements leading to a state-sanctioned exit document.		
3) Design multiple pathways for satisfying the standard diploma requirements.		
4) Special education staff discuss the possibility of enrolling in college level courses for the purpose of auditing the course. Students who receive SSI are automatically eligible to audit courses through the UW system (2 & 4 year colleges) at no cost for tuition only.		
5) School Counselors discuss possibility of dual enrollment coursework for students through the WTCS or through the 2 year or 4 year colleges. This includes discussions about students receiving appropriate ADA accommodations for those courses. Use this Wisconsin Technical College Resource: <a href="#">WTCS Accommodations for Students with Disabilities Guidelines</a> .		
6) Special education staff discuss postsecondary coursework through the <a href="#">UW Extension Program</a> (Short Courses - Agricultural, Continuing Education Degree Programs and other certification courses).		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>diploma requirements</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>3.5 The district has a planning process to assist students in developing their program of study that considers a student's interests, strengths, preferences, needs, and postsecondary goals..</b>		
<b>3.5 Program of Study Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Have students review their most current Postsecondary Transition Plan (PTP) and reflect on their understanding of the current plan written for them. Discuss what is missing and what should be added.		
2) Establish a planning process to assist students in developing their program of study.		
3) Students complete a reflection about what they have learned in a particular lesson related to their course of study and transition and employment goals. Discuss with them how this information will assist them with transition planning. Students present this information using presentation skills (e.g. eye contact, volume, tone, posture, body language).		
4) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>program of study</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>Activity Score</b>	<b>0/34</b>	<b>0.00</b>

<b>4. Employment Preparation</b>		
Participation in <b>employment preparation</b> provides employment experiences and helps youth prepare for entry into employment after high school.		
<b>Predictor Categories</b>		
<p>14. <b>Work Study.</b> Provides a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.</p> <p>15. <b>Work Experiences and Paid Employment.</b> Any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid Employment always provides competitive pay paid directly to the student by the employer.</p> <p>16. <b>Travel Skills.</b> Being able to travel outside of the home independently.</p>		
<b>Employment Preparation Ratings and Planning</b>		
<b>4.1 The district has an integrated curriculum focused on work-related skills..</b>		
<b>4.1 Work-Related Skills Curriculum Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Age-appropriate assessments are used to ensure student jobs are based on their strengths, preferences, interests and needs.		
2) Special education staff provide instruction in obtaining a job in the student's chosen career path. Practice job interviewing skills, writing resumes, and filling out job applications. As a class, walk through actual on-line job applications (e.g. local grocery or department store), noting they can be complicated and require information that may need extensive preparation. Have students complete pages 29-31 in the <a href="#">Opening Doors to Employment</a> as a way to gather necessary information for job applications.		
3) Special education staff provide instruction and measure achievement in occupation-specific skills and soft job skills (e.g. problem-solving, communicating with authority figures, responding to feedback, promptness).		
4) Students research and write about their top career choices, listing the pros and cons for each career. Students reflect about the process of identifying a career that will match their skills and interests. Students understand what it takes to get and keep a job, and who might help them further.		
5) Provide students school-based opportunities to reflect, discuss and share their workplace experiences.		



6)	Weekly, review local employment websites to discuss available community job openings, skills needed, hours, etc.		
7)	Special education staff review the DPI guidebook <a href="#">Opening Doors to Employment</a> with students. Share the Opening Doors to Employment PowerPoint with students and have them complete the "Scavenger Hunt" and complete the "What will get me in? Take stock in your skills!" assessment.		
8)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>integrated curriculum focused work-related skills</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.2 The district enables students to earn high school credit for work experiences..</b>			
<b>4.2 Credit for Work Experiences Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
1)	Determine if the school board has a policy on students earning credit through job placement.		
2)	Assess the need for allowing students to earn high school graduation credits for their work experiences by determining how many students and families are aware of this option and how many might participate.		
3)	If not currently established in board policy or the IEP process, work with district administration to create a policy which states students will earn credit for participation in paid work experiences.		
4)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>credit for work experiences</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.3 The district has policies to address workplace liability, including student insurance and other Department of Labor issues/concerns..</b>			
<b>4.3 Workplace Liability Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
1)	Determine if your school has a board policy on workplace liability.		
2)	If not currently established in board policy, work with district administration to create a new policy or Transition Handbook on workplace liability, including student insurance and other Department of Labor concerns or issues.		
3)	Train teachers and paraprofessionals in necessary safety health policies and liability coverage necessary for students to participate in community experiences.		
4)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>workplace liability</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.4 The district develops school/ business partnerships and training sites by educating employers about the resources of potential employees and presenting a relevant curriculum based on the local labor market to prepare students for the work force..</b>			
<b>4.4 School/Business Partnerships Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
1)	<i>Discuss:</i> How do you connect with area businesses about hiring students with disabilities? How do you begin those conversations? How do you promote the value of students with disabilities working in the community and as valuable adult workers for their businesses?		
2)	Review the <i>TIG Resource: Community Conversations Guidebook</i> . Discuss the need for a Community Conversation in your community to foster partnership activities, such as employment.		
3)	Discuss the need for conversations with employers in your community to foster employment opportunities and settings.		
4)	Identify community businesses that are willing to allow students to tour their business and engage in job shadowing.		
5)	Identify students who would benefit from community-based career activities and connect them to businesses that match their career interests and strengths.		
6)	Identify community businesses that are able to come into classrooms to speak about skills and expectations related to employment. Coordinate speakers with general education practices.		
7)	Provide businesses with culturally responsive strategies to understand the cultural needs, behaviors, and practices from culturally and linguistically diverse (CLD) backgrounds.		
8)	Consider partnerships with businesses owned by culturally and linguistically diverse (CLD) communities. Increase the number of available sites by recruiting site partners that reflect the cultural background of students.		
9)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>school/business partnerships</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.5 The district has school personnel and site employees assess and monitor progress of students in work-related and employment settings..</b>			
<b>4.5 Assessing and Monitoring Progress Activities</b>		<b>Rating</b>	<b>Add to Plan</b>

1) Special education staff work with employers to conduct workplace-based job performance evaluations.		
2) School staff job coaching on worksites complete Paraprofessional training opportunities conducted by TIG.		
3) School personnel and site employees use job duty forms and task analysis at various employment sites to evaluate student progress.		
4) Provide self-evaluation and monitoring instruction to students.		
5) Determine what accommodations the student needs at their place of employment and work with the student to determine the best way to ensure they can request the accommodations they need to maintain their employment after high school.		
6) Special education staff provide supervision and guidance during the development of work behaviors and skills to address problems, concerns, insights, and learning.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>assessing and monitoring of progress</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.6 The district provides options for paid and non-paid work experiences, both on and off-campus, such as job shadowing, work-study, apprenticeships or internships..</b>		
<b>4.6 Paid and Non-paid Work Experiences Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Place students in work setting that match their preferences, interests, needs and skills by developing a process to match student interests with available sites both on and off campus. Use the results of the age-appropriate needs assessment to help match areas of interest and skills with available sites.		
2) Each student has at least one paid employment experience in the community during their secondary education.		
3) The district provides experiences in applied real-work settings supported by instruction and qualified, trained staff to job coach as needed.		
4) Special education staff provides opportunities for students to gain work related experiences through appropriate volunteerism programming (non-profit facilities).		
5) Special education staff provide access and supports for job shadowing activities.		
6) The high school job or employment training placement the student has at exit has the potential for (1) working 20+ hours/week, (2) earning minimum wage or higher with benefits, (3) is in the community, and (4) utilizing needed individualized supports and reasonable accommodations.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>paid and non-paid work experiences</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.7 The district identifies and meets the transportation needs of every student with a disability during high school as well as after high school, e.g. if the district transports the student to work while they are in high school, the district should identify how the student will be transported to work after high school exit..</b>		
<b>4.7 Transportation Needs Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Determine the transportation needs of each student in grades 9 - 12.		
2) After determining the transportation needs of each high school student, come together to discuss the needs. What are the transportation issues and concerns of district families and the community in general? Which agencies should the district meet with to discuss needs?		
3) Meet with adult service providers and develop a transportation plan for each student who has postsecondary transportation uncertainty.		
4) Provide transportation to vocational training and employment sites.		
5) Provide transportation training, including the use of public transportation and job-site and community safety, both in your community and in the postsecondary community in which students may reside.		
6) If transportation is a difficulty in your city or town, work with your CCoT to discuss this issue and possible solutions.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>transportation needs</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>4.8 The district links eligible students to appropriate adult services (e.g. Vocational Rehabilitation, Developmental Disabilities Services) prior to exiting high school and for the transition of postsecondary community-based employment experiences..</b>		
<b>4.8 Adult Services Activities</b>	<b>Rating</b>	<b>Add to Plan</b>

1)	Meet with your county inter-agency team to discuss how well the needed services linkage from high school to post high school are going, and create a plan to strengthen the efficiency of this process.		
2)	Read and become familiar with the <a href="#">Opening Doors to Adult Services</a> guidebook. Create a school-based process for sharing available services.		
3)	Have students research the Division of Vocational Rehabilitation and how to apply for services. Use the <a href="#">Opening Doors to Adult Services</a> pages 24 – 28 as a resource.		
4)	Special education staff invite the local or regional DVR school liaison to school to talk to your students about employment.		
5)	Special education staff coordinate with DVR for possible work setting activities for any students who are active DVR consumers and eligible for services.		
6)	Provide or partner with adult services to provide qualified, trained staff to job coach as needed.		
7)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>adult services</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>Activity Score</b>		<b>0/53</b>	<b>0.00</b>

5. Career Preparation			
Participation in activities of <b>career preparation</b> and occupational readiness helps prepare youth for further education and/or entry into employment.			
<b>Predictor Categories</b>			
17. <b>Career Awareness.</b> Learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.			
18. <b>Occupational Courses.</b> Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational-specific skills through instruction and experiences focused on students' desired employment goals.			
19. <b>Vocational Education.</b> A sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business or professional careers.			
Career Preparation Ratings and Planning			
<b>5.1 The district has embedded career awareness in the general curriculum and in occupational courses to make explicit connections between academic skills and how those skills are used in various careers throughout all general education classes..</b>			
<b>5.1 Embedded Career Awareness Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
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 qualifications required for various occupations.		
4)	Visit the <a href="#">DPI Academic &amp; Career Planning (ACP)</a> website and view the video: Why ACP Matters.		
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 (VABB).		
7)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>embedded career awareness</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.2 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..</b>			
<b>5.2 Career Counseling and Guidance Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
1)	School Counselors share career resources (postsecondary education and employment) with students and families in their primary language.		
2)	School counselors are invited to IEP meetings, are knowledgeable about what their role is at the IEP meeting and in career planning, and have an understanding on how they will connect with the student/family.		

3)	School counselors help families learn about FAFSA and other sources of financial aid. They share resources, and identify those resources specifically available to youth with disabilities and/or from diverse racial backgrounds. They are aware of birth certificate, immigration status and social security issues that may be barriers to participation or application, and assist students in obtaining these needed documents (either directly or through referral).		
4)	School counselors have received this TIG Resource: What School Counselors Need to Know about Transition and special education staff have connected with them on any questions they may have and to share with them how this guide is applicable to your specific program or school.		
5)	Special education staff have reviewed this George Washington University resource: <a href="#">Guidance &amp; Career Counselor's Toolkit: advising high school students on postsecondary options.</a>		
6)	Special education staff are familiar with and share with students and families the " <a href="#">Wisconsin Disability Documentation Guide: Helping People with Disabilities prepare for Post—Secondary Education and Training</a> ". It covers the UW College, University, and Technical College System and is invaluable for assisting students in understanding many postsecondary education topics, including application, documentation, eligibility for accommodations and AT, and seamless collaboration with the secondary education.		
7)	School Counselors discuss the possibility of dual enrollment coursework for students through the WTCS or through the 2 year or 4 year colleges. This includes discussions about students receiving appropriate ADA accommodations for those courses. Use this Wisconsin Technical College Resource: <a href="#">WTCS Accommodations for Students with Disabilities Guidelines.</a>		
8)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>career counseling and guidance</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.3 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..</b>			
<b>5.3 Postsecondary Education and Training Options Activities</b>		<b>Rating</b>	<b>Add to Plan</b>
1)	Special education staff review DPI guidebook <a href="#">Opening Doors to Postsecondary Education and Training</a> with students.		
2)	Special education staff research and discuss the wide-range of available postsecondary education and training options for students with disabilities with students and families. Explain the option to participate is available to youth with disabilities and that there are supports on campus to assist enrolled youth.		
3)	Have students research the admission requirements for the programs of their choice. Set-up tours at postsecondary institutions your students are interested in, including community colleges, technical colleges, 4-year colleges and universities, and short-term or vocational training programs.		
4)	Have students contact the Disability Services Specialists at the postsecondary institutions and ask about accommodations and assistive technology (AT) that are provided and allowed. Discuss these with the student and ensure that they are transitioning to the allowed accommodations and AT.		
5)	Have students reflect on the information they learned about going on to a college or other training program after high school. What are they excited about; what are they afraid of; who will support them in this process?		
6)	Discuss with students the pros and cons of disclosing their disability at a college or university. What would coursework be like without accommodations?		
7)	In addition to the financial aid and postsecondary programming information provided by the school counselor, special education staff searches for additional funding sources unique to students with disabilities or backgrounds (e.g. minority, first college entry). Assist with preparation of personal information and other materials needed for scholarships.		
8)	Special education staff actively get to know and seek to understand the students' personal and family value of postsecondary education and training and use that knowledge in transition planning.		
9)	Special education staff discuss the possibility of enrolling in college level courses for the purpose of auditing the course. Students who receive SSI are automatically eligible to audit courses through the UW system (2 & 4 year colleges) at no cost for tuition only. <a href="https://www.wisconsin.edu/regents/policies/class-audit-policy/">https://www.wisconsin.edu/regents/policies/class-audit-policy/</a>		
10)	Special education staff discuss the possibility of dual enrollment coursework for students through the WTCS or through the 2 year or 4 year colleges. This includes discussions about students receiving appropriate ADA accommodations for those courses.		
11)	Special education staff discuss postsecondary coursework through the <a href="#">UW Extension Program</a> (Short Courses - Agricultural, Continuing Education Degree Programs and other certification courses.		
12)	<b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>postsecondary education and training options</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.4 The district conducts 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..</b>			
<b>5.4 Student Assessment of Career Awareness Activities</b>		<b>Rating</b>	<b>Add to Plan</b>

1) Special education staff use student assessment of career awareness information as part of the age-appropriate transition assessment.		
2) Special education staff supplement the activities provided for all students with additional student-specific assessments.		
3) Special education staff use this TIG Resource: <a href="#">Age-Appropriate Transition Assessments and Resources</a> .		
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.		
5) Special education staff coordinate with DVR for possible career assessments activities for any students who are active DVR consumers and eligible for services.		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>student assessment of career awareness</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.5 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..</b>		
<b>5.5 In-School Career Awareness Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
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.		
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.		
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.		
4) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>in-school career awareness activities and opportunities</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.6 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..</b>		
<b>5.6 Community-Based Career Awareness Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Special education staff host an informal discussion or a Community Conversation to connect with area businesses and discuss with them how to help students with disabilities learn about various careers through connecting with local businesses.		
2) Special education staff connect students with local community employers for possible job shadowing, work-study, apprenticeships, or internships to gain insight into careers.		
3) With your students, discuss the businesses in your community, and monitor the interest. Discuss the range of options for entering employment following high school and the types of business in your community that match those interests. Discuss the types of businesses which may require additional education and the location of training programs.		
4) Visit local businesses and get applications for employment. If a hiring officer is available, arrange for that person to speak to your students about the process of applying for a job at their business.		
5) Find a community member with the student's chosen career and talk about the courses and experiences they had in high school. How did it prepare them for the education or training they needed to complete to have their career? What does that mean for the student's course of study?		
6) Visit the local DVR office and Job Center, or other businesses that students may go when seeking a job during or after high school. Make sure the student knows how to contact them after high school.		
7) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>community-based career awareness opportunities</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.7 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..</b>		
<b>5.7 Occupational Courses Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Curriculum for each occupational course includes technology, 21st century skills, employability skills and vocational assessments for specific career/career cluster content.		

2) Provide course offerings throughout the school day so scheduling conflicts do not restrict student access to occupational courses and vocational education.		
3) Special education staff are aware of the supports that are needed and in place for students with disabilities and for those that have a first language that is other than English so they have equitable opportunity for participation in occupational courses and vocational education.		
4) Special education staff are aware of who the contact person is at their district for Career & Technical Education (CTE) and communicate with those individuals about occupational coursework in respect to individuals with disabilities.		
5) Teachers incorporate Universal Design for Learning (UDL) in career and tech education programs to provide access to students with disabilities.		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>occupational courses</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.8 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..</b>		
<b>5.8 Vocational Education Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Special education staff know: (a) what classes are currently offered, (b) what the current students' interests and needs are, (c) the current unmet needs/if there are underserved students, and (d) what can be provided in the absence of needed courses.		
2) Provide vocational courses based on students' IEP employment goals, and provide connections between vocational education and postsecondary education and/or employment.		
3) Develop school/business partnerships to ensure a relevant curriculum based on the local labor market.		
4) The school provides adult mentors for high school students with similar career interests, and discusses offering course credit for mentoring activities.		
5) Provide a combination of in-school and community-based academic, competency-based applied and hands-on learning experiences in the career pathways based on the local labor market.		
6) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>vocational education</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>5.9 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).</b>		
<b>5.9 Certificates Activities</b>	<b>Rating</b>	<b>Add to Plan</b>
1) Special education staff are aware of students' career interests and actively seek to connect them with applicable certificate programs.		
2) Review the DPI website <a href="#">Skills Standards Programs</a> to inform teachers of CTE around integration of school-based and work-based learning and appropriate career development experiences. Discuss the benefits of offering this type of program and certificates to students with disabilities. Learn about Employability Skills (those basic skills necessary for getting, keeping, and doing well on a job). Review the <a href="#">Cooperative Education Skill Standards Certificate Program</a> guidelines.		
3) Special education staff use the DPI website <a href="#">Promote CTE</a> to inform students with disabilities and/or from diverse racial backgrounds and their families about these programs and certificates.		
4) Connect with your school district's Youth Apprenticeship Consortium contact person. For a list of who to contact from their directory visit DWD's website: <a href="https://dwd.wisconsin.gov/youthapprenticeship/consortiums-directory.htm">https://dwd.wisconsin.gov/youthapprenticeship/consortiums-directory.htm</a>		
5) <b>Explore.</b> Individual/Team selects this activity to provide time to discuss <b>certificates</b> , and if needed, research and develop additional activities and strategies for this Predictor.		
<b>Activity Score</b>	<b>0/61</b>	<b>0.00</b>