Wisconsin Integrated Transition Planning Project (WITPP):

WI Transition Planning Coalition

January 12 and 13, 2021

Our Agenda

I. Welcome and Equity Action Lab Strategies
II. Breakout Sessions
    - Roles coalition members can have with communities
    - Strategies for engaging diverse and medically underserved communities
    - Additional potential communities
III. Transition Bright Spot: Education
IV. Next Steps and Wrap Up with Poll

WITP Project Timeline

Waisman Center
University of Wisconsin-Madison
University Center for Excellence in Developmental Disabilities

Goal: To develop an Integrated Transition Pilot Plan for youth and adults with ID/DD

Nov-Dec

Complete Asset Inventory

For the Comprehensive Review and Analysis

January

Identify Community(ies)

For the Equity Action Lab(s)

March

Launch Equity Action Lab(s)

Advancing an equity goal in a measurable way over 100 days

July

Draft Integrated Transition Plan

Based on Equity Action Labs with feedback from the coalition

August

Plan Finalized

Celebrate with final WITPC meeting

Equity Action Lab Strategies

Community of Solutions Theory of Change

100 Million Healthier Lives

Unprecedented collaboration

Innovative improvement

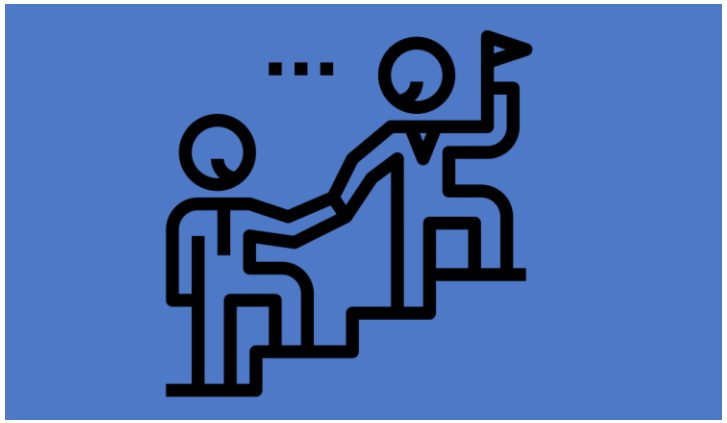
System transformation

Documented improvement in health, well-being and equity

Strategies:

- Story
- Stakeholder Engagement Plan
- Equity Action Lab
- State Transformation Map

Leadership skills that create Communities of Solutions



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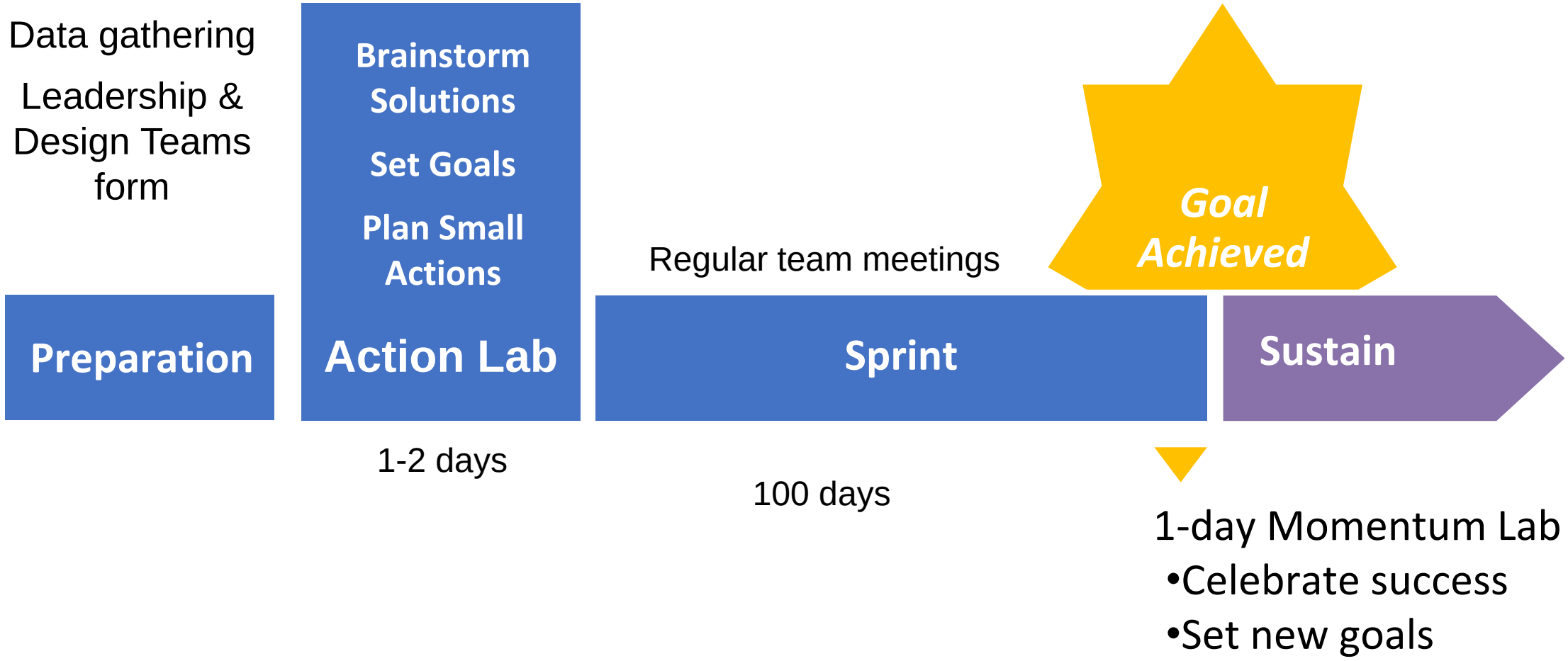
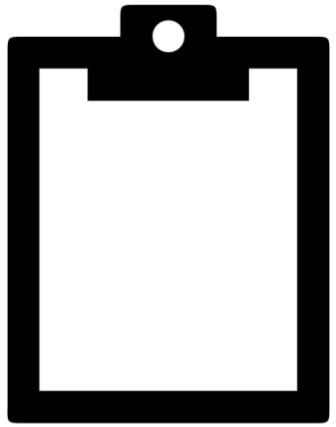
https://www.communitycommons.org/collections/Leadership-Skills-that-Create-Communities-of-Solutions

What is an Equity Action Lab?



Equity Action Lab Teams



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Stakeholder engagement plan

1. Decision-makers
2. Doers
3. Lived experience

Leadership Team

Gathers information
Determines the focus
Recruits people
Hosts action lab

Design Team

Tests out potential solutions

Leadership Team Pre-planning

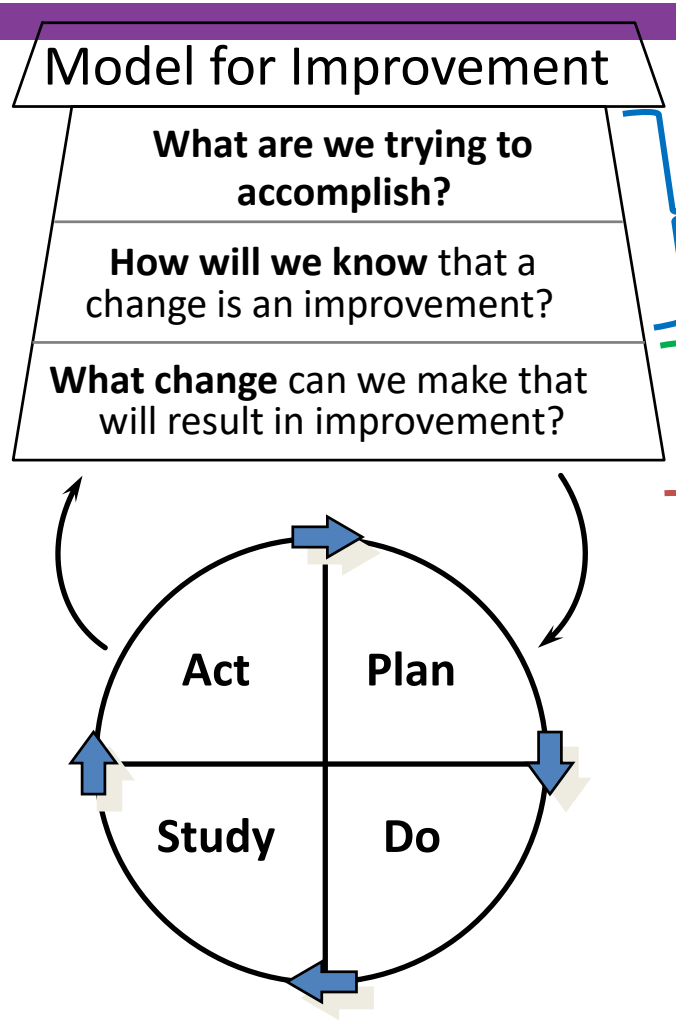
Gathering information

- Lived experience
- Available data
- Best practices
- Resources (people, documents, policies)

Setting the focus

- Based on what we know, is there a smaller piece of integrated transition that can be the focus of actions?
- Does that inform who we invite to the equity action lab?

Action Lab meeting



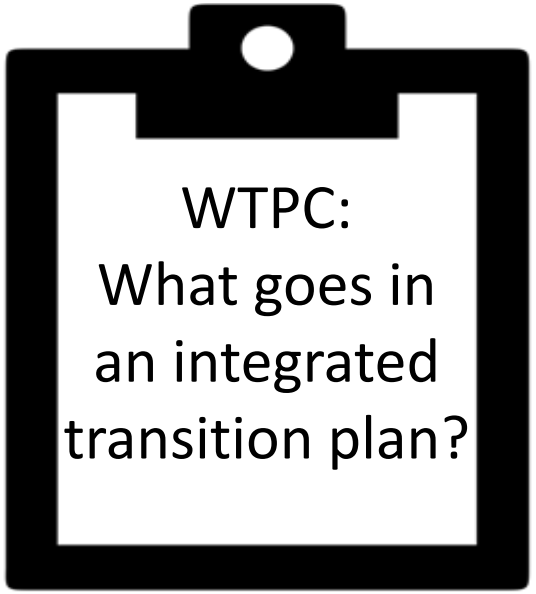
Time-bound, measureable AIM statement

Theory of Change

Testing Cycle(s)

Identify the AIM statement

- *What?*
- *For whom?*
- *By when?*
- *How much?*



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Defines WHAT we are trying to accomplish and HOW WE WILL KNOW if we did it.

Brainstorm change ideas and plan to test them out

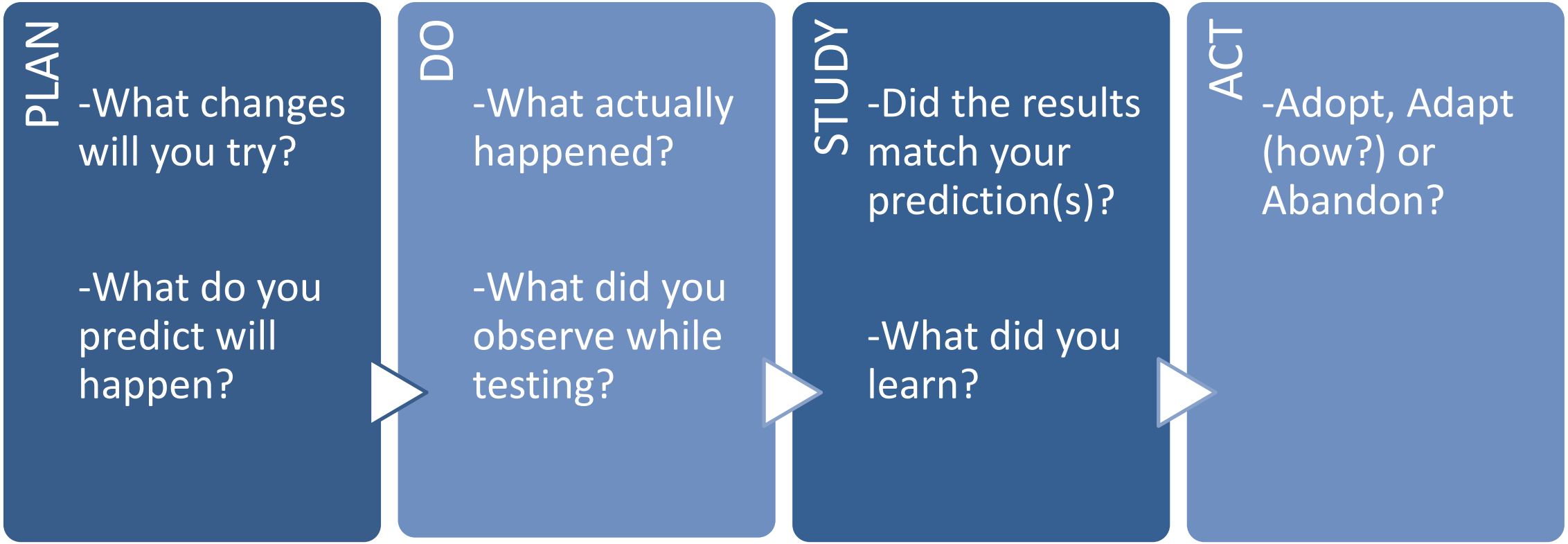
What do we want to accomplish and/or learn within the next 100 days?

|

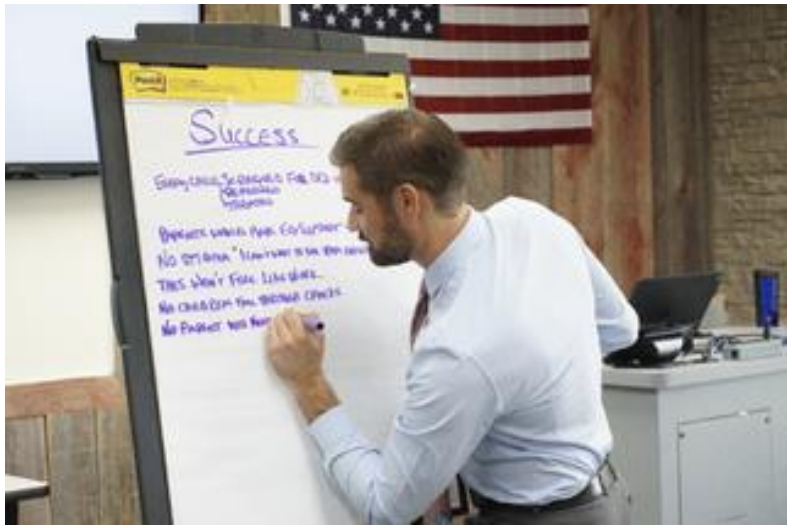
	Change/Idea to be tested	Prediction	How will you know if this change is an improvement?
1			

	Tasks to complete the test	Person(s) responsible	When	Where/How
1				
2				
3				
4				
5				

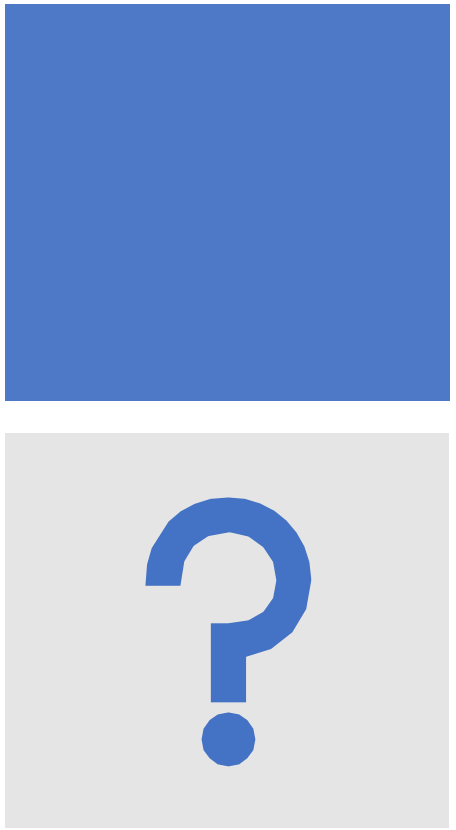
Regular Check-Ins



Momentum Lab meeting



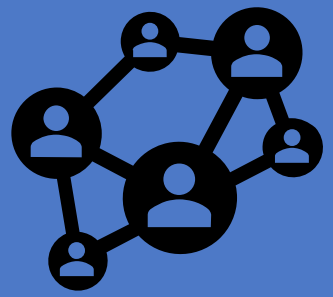
Questions or Comments?



Updated Recruitment Materials

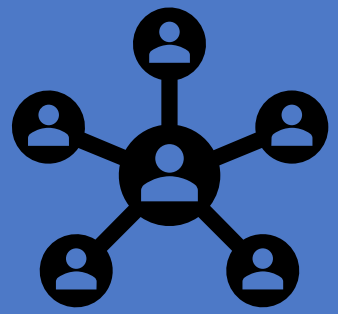
- Used feedback from the two meetings, including:
  - Simplified language, less jargon
  - What communities will get
  - Pictures
- Added cover sheet
- To be sent out to specific contacts. No email blasts or posts, please.

Process to Connect with Communities



- Focus on connections we identified in the meetings
- Coalition members are “warm leads” to contacts/communities
- Connect to Beth Moss
- Meeting to discuss interest (coalition member, contact/community members and 1-2 people from leadership team)

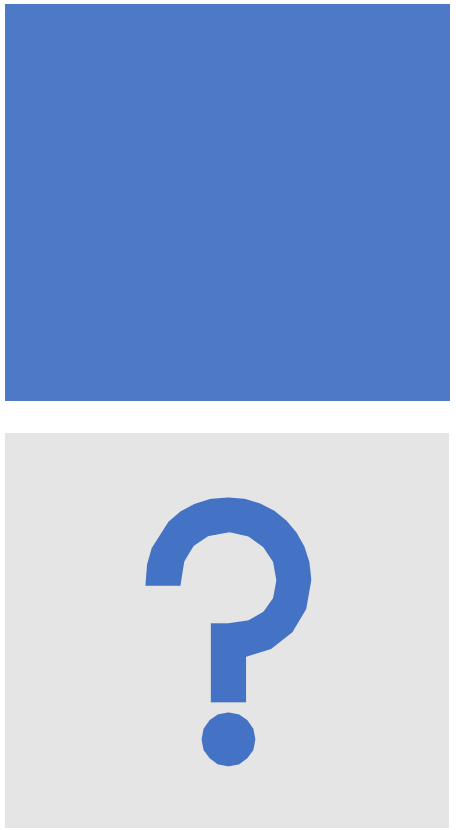
Coalition Member Roles with Communities



Voluntary Involvement and Members Offering In-Kind Support

- Specialized knowledge or skill (e.g. family engagement, community organizing virtually)
- Experience (e.g. lived experiences to share, experience reaching underserved communities)
- Connections (e.g. people to involve, people who can help)
- Tools or Resources (e.g. “how to” guides, technology)
- Training and technical assistance (e.g. Person-Centered Thinking/Planning, What’s After High School, Using Assistive Technology, etc.)
- Funding opportunities (e.g. grants or other funding)

Questions or Comments?



Breakout Discussion

- 4 Breakout Rooms
- 25 minutes
- 3 Discussion Questions:
  1. What ways do you see yourself/organization contributing to the efforts of communities? What insights, areas of expertise or resources do you have to share with the communities?
  2. What ideas and strategies do you have to engage diverse and underserved communities? (especially virtually) Note: not for project recruitment but for the communities to engage their stakeholders
  3. Any additional ideas and connections for communities?

Transition Bright Spot: Education

Alicia Reinhard, Department of Public Instruction

Katherine Garrison, Jump!Start

Danny Chafetz, Cutting Edge

Education Bright Spot

Alicia Reinhard

Education Consultant

January 12-13, 2021

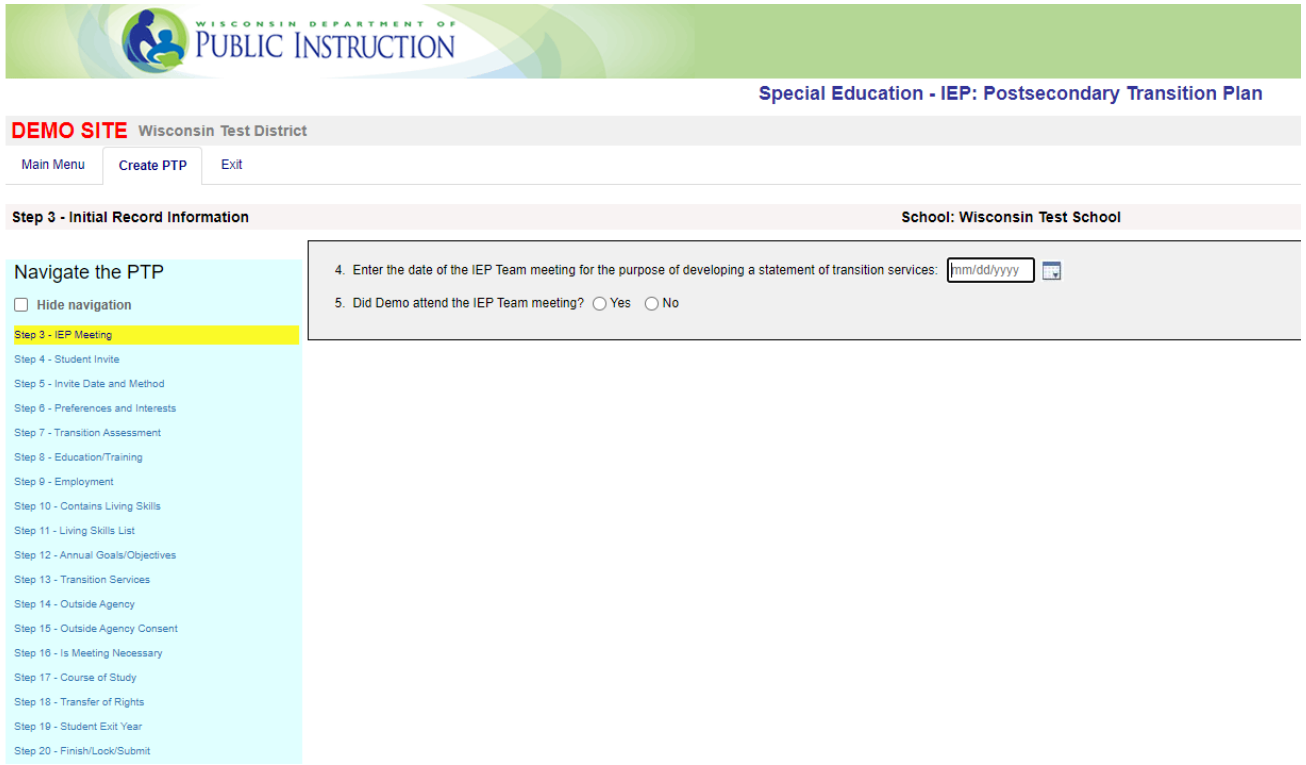
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Transition Requirements

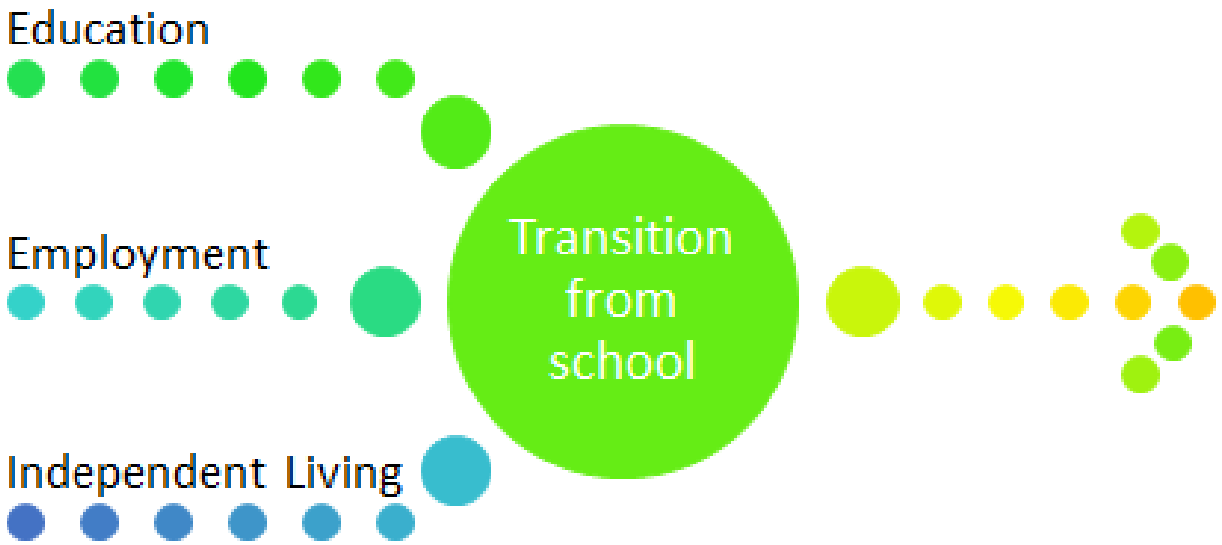
- **The formal transition process begins in Wisconsin at 6th grade when all students begin the Academic and Career (ACP) planning process (115.28(59)).**
- **Formal transition planning for students with Individualized Education Programs (IEPs) begins at age 14 per Wisconsin State Statute 115.787(2)(g)1.**

What makes up a transition plan?

- **Goals**
  - **Education, Employment, Independent Living**
  - **Based on age appropriate transition assessment**
- **A rigorous course of study**
- **Transition services**



Transition in Action



NTACT
National Technical Assistance Center on Transition

Beyond Senior Year

- **Students with IEPs may stay in school beyond age 18 or senior year until the end of the school term in which they turn 21 per Wis. Stat. 115.76(3).**

- **Students may stay in school to:**
  - **work on IEP goals**
  - **work towards postsecondary goals**
  - **work towards a regular HS diploma**

Ending FAPE

There are two ways in which a student with an IEP ends their right to a Free and Appropriate Public Education (FAPE):

- **Earning a regular high school diploma**
- **Reaching maximum age (end of school term in which student turns 21 years old)**

Alternatives to a Regular HS Diploma

- **Wisconsin does not have an alternative diploma.**
- **Local school boards to have the authority to issue a certificate as an alternative to a regular high school diploma.**
- **The certificate cannot in any way indicate it is for special education students.**

Examples:

- **Certificate of attendance or completion**

From Childhood to Adulthood

Children's Long Term Care

- Birth to Three
- Children's Long Term Supports
- Katie Beckett

School

- Individualized Education Program
- Academic and Career Planning
- 504 Plans

Childrenand Youth with Special Health Care Needs

- Five Regional Centers
- Youth Health Transition Initiative

Transition Planning

- Transition planning beginning at age 14

DVR

- Referral two years before exit
- Employment services as part of the Individualized Plan for Employment

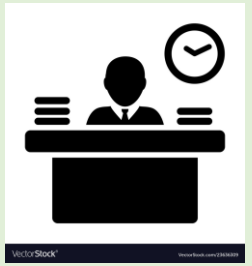
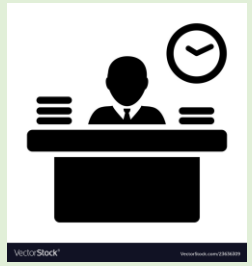
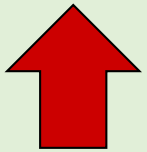
ADRC

- Starting point for entry to long term services
- Apply for Adult LTS starting at age 17 1/2

Adult Long Term Care

- Family Care/IRIS
- Partnership
- Comprehensive Community Services
- Community Support Programs

2020 Indicator 14 Survey

Survey Response Rate	Higher Education	Competitive Employment	Other Postsecondary	Other Employment	Not Meeting Criteria
					
68.21%	**25.79%**	**45.66%**	**4.55%**	**6.46%**	**17.53%**
					

Transition Supports and Resources

[Transition Improvement Grant]

[Wi Transition App]

[WI FACETS]

[Wisconsin Statewide Parent Educator Initiative (WSPEI)]

Next Steps

1. Leadership team will send out recruitment materials
2. Leadership team will reach out to identified coalition members to verify follow up activities
3. Coalition members strategically send recruitment materials to identified contacts
4. Meetings with interested communities
5. Have commitment from 1-3 communities by end of January/early Feb
6. Next meeting: February 16th 9am-10:30am -OR- February 18, 1pm-2:30pm

Thank you!

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