

Wisconsin County Community on Transition (CCoT) Toolkit

The Wisconsin Transition Improvement grant under the direction of the WiCoT, and with the assistance of transition stakeholders, has created a CCoT Toolkit. This toolkit provides a variety of topics related to the work of a CCoT. In this toolkit you will find tools and resources CCoTs can use to build the foundations of a team, facilitate the continuing work through frameworks of success, how to use data to support growth , and how to build and maintain communication.

Overview of the CCoT Toolkit

The County Community on Transition (CCoT) Toolkit was created by the Transition Improvement Grant (TIG), under the direction of the Wisconsin Community on Transition (WiCoT) to help guide CCoTs through the process of developing, implementing, and maintaining a strong team to support success for students with disabilities.

This toolkit is one of three next steps to support CCoT's in the WiCoT Action Plan to address the needs of the CCoT's around the state. The WiCoT Action Plan was created based on the 2019-2020 CCoT Survey completed by all 72 CCoT's around the state.

- [Wisconsin Community on Transition Executive Summary](#)
- [Wisconsin County Communities on Transition 2019-2020 CCoT Survey report](#)

This toolkit provides tools and resources that CCoTs can use whether they are just starting or have been active for many years. The tools and resources can assist in building the foundations of the CCoT team, facilitating the work, using data to support growth, and maintaining communication.

Defining the CCoT and WiCoT

County Community on Transition (CCoT)

County Communities on Transition (CCoT) are a group of stakeholders who have made the commitment to collaborate around identifying barriers to transition planning, organizing needed supports, and developing solutions for youth with disabilities in the local county they serve. The CCoT creates their own vision and mission as it relates to transition in their community. This partnership is essential to assist in opportunities for youth to explore employment, training and postsecondary education, and engage in skills to be independent in their home and community while building self-advocacy skills. Suggested CCoT members include: school districts, Division of Vocational Rehabilitation, Aging and Disability Resource Center, adult long-term care organizations, children's long term support, higher education representatives, youth, family members and/or guardians, business members, and additional transition stakeholders that provide services to youth with disabilities.

The key to CCoT success is sharing the work as a county, establishing effective communication practices and creating new relationships to better work together and increase collaboration. Each CCoT is unique and has its own history of providing opportunities for transition related activities to support students and families within the community.

Wisconsin Community on Transition (WiCoT)

The Wisconsin Community on Transition (WiCoT) is comprised of state level leadership whose focus is on transition for youth in Wisconsin. The team is comprised of leadership from the Department of Public Instruction, Division of Vocational Rehabilitation, Department of Health Services (Integrated Employment and Children Service), Transition Improvement Grant, Independent Living Centers, Children and Youth with Special Health Care Needs, Youth Apprenticeship Program, Wisconsin Technical College System, and Family Advocate Organizations. WiCoT's goal is to provide coaching, leadership and resources to each local County Community on Transition (CCoT) in Wisconsin. The WiCoT promotes their vision of: all youth with disabilities will transition to a healthy, full, meaningful life. This team was created

with the purpose to make informed decisions around transition issues and sustain policies and practices that build capacity and lead to positive post school outcomes.

The WiCoT provides professional development opportunities that optimize the ability to collaborate and inform these policies and practices around the state. This team is invested in youth, families, educators and transition partners statewide. The WiCoT will be hosting up to 2 virtual calls each year to connect CCoT facilitators from around the state to gauge how CCoT groups are functioning overall.

Difference Between the WiCoT and CCoT

The difference between the WiCoT and CCoT is that the WiCoT focuses on transition at a statewide level whereas the CCoT focuses on transition at a county level. The WiCoT is focused on data collection related to policies and practices statewide to make informed decisions. The CCoT is focused on opportunities and needs at the local county level. Both Communities on Transition have a vested interest in increasing post school outcomes for students with disabilities.



Section I: Getting Started

Team Formation

For a CCoT to maximize its impact and help create exceptional outcomes, the group needs to build diversity within its members. There are critical collaborative partners that should be included. This section will discuss suggested team members and provide information on how to locate these members for the CCoT team.

A well-rounded CCoT has representation from all districts and agencies within its county borders. Representation should include:

- School representation
 - Administrators
 - Special education teachers
 - Regular education teachers
 - Transition coordinators
 - School counselors
 - Career and technical education teachers
 - School-to-work coordinators
- Local agency members
 - Division of Vocational Rehabilitation (DVR)
 - Department of Health Services (DHS)
 - Aging and Disability Resource Center (ADRC)
 - Independent Living Centers (ILCs)
 - Children and Youth with Special Health Care Needs (CYSHCN)
 - Mental health professionals
 - Higher education representatives
 - Service providers
- Additional members should also be considered.
 - Youth
 - Family members
 - Employers

Please see **Appendix A** for a more comprehensive list of potential members, as well as links that can assist in locating contact information.

Once potential team members have been identified, strategies should be discussed and practiced to allow all members to actively participate in the CCoT meetings. There are five tips that can assist a team in making sure all members are able to attend and participate in meetings.



Top 5 TIPS to get Robust Representation for a CCoT Team

1. Travel can often be difficult. **Discuss options to ride share** so individuals from the same locations can attend together.
2. If districts are not being represented, **reach out** to the district’s Special Education Director to brainstorm strategies and identify individuals that could represent the district.
3. **Use an agenda.** This allows members to know the topics to be discussed and prepare so they are active participants.
4. Explore and **utilize various options to participate** in the meetings (face to face, virtual, and call in options).
5. **Adjust meeting times and locations** to meet schedules. This could include rotating the meeting locations to areas throughout the county and setting times that work for the majority of the team members.

Working as a Team

Having all of the team members at the table does not always mean that the meeting will go smoothly and be productive. Team dynamics can affect the structure and process of the group and, ultimately, the ability of the CCoT to impact post school outcomes for students. It is recommended the team start by setting norms. These are guidelines that each member follows to allow for all members to participate, be heard and respected, and reflect. Team norms can set the pace for the meeting and should be reviewed at the beginning of each meeting. Each member should have a say in the norms. Examples of norms could be as follows:

1. Put away electronic devices, such as cell phones and laptops.
2. Be respectful of others’ opinions and ideas.
3. Listen to others completely before speaking.
4. Use an object to identify the speaker and only the person with the object can speak.
5. Be solution oriented – try to problem solve rather than create conflict.

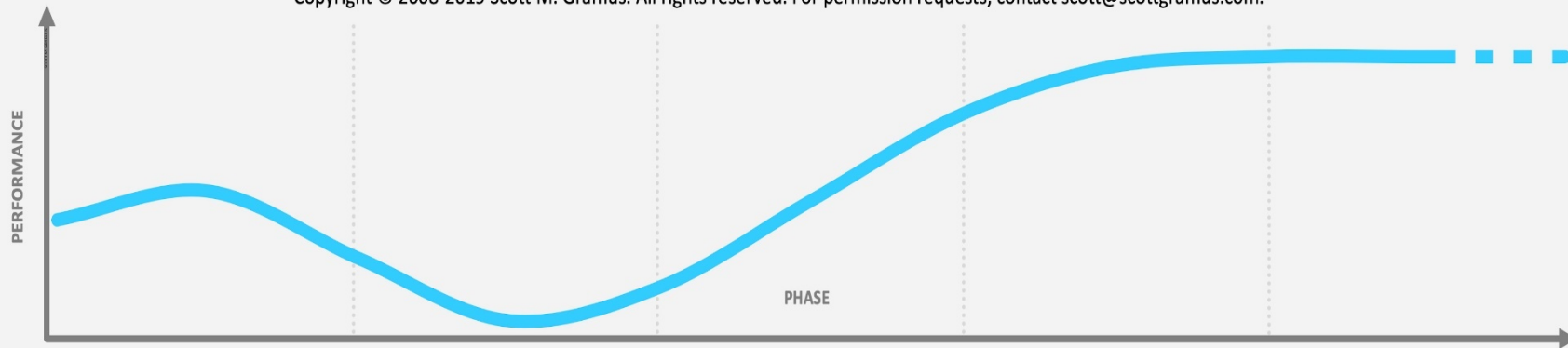
Providing an agenda in advance of the meeting can aid participants in being prepared and can help the meeting move smoothly. Try to adhere to the timelines outlined in the agenda. It’s okay to put an item on hold and allow time for members to reflect on it. Offering a “parking lot” where individuals can place questions or concerns allows for further discussion at the end of the meeting or to be continued at a future meeting.

Recognize and address the dynamics of the team. Bruce Tuckman writes about the Five Stages of Team Development that was first developed in his research in 1965, but is still relevant and used with many teams today. Understanding these five stages can be important to a successful team and successful team leadership. (Tuckman, 1965)¹

¹ Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399. doi:10.1037/h0022100

Phases of Team Development

Forming, Storming, Norming, Performing, and Adjourning — based on group development model by Bruce Tuckman
 All phases are necessary and inevitable for a team to grow, tackle problems, find solutions, plan work, and deliver results
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	FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
CHARACTERISTICS	<ul style="list-style-type: none"> • Questioning • Socializing • Displaying eagerness • Focusing on group identity & purpose • Sticking to safe topics 	<ul style="list-style-type: none"> • Resistance • Lack of participation • Conflict • Competition • High emotions • Starting to move towards group norms 	<ul style="list-style-type: none"> • Reconciliation • Relief, lowered anxiety • Members are engaged & supportive • Developing cohesion 	<ul style="list-style-type: none"> • Demonstrations of interdependence • Healthy system • Ability to effectively produce as a team • Balance of task and process orientation 	<ul style="list-style-type: none"> • Shift to process orientation • Sadness • Recognition of team and individual efforts
STRATEGIES	<ul style="list-style-type: none"> • Taking the 'lead' • Providing clear expectations and consistent instructions • Quick response times 	<ul style="list-style-type: none"> • Normalizing matters • Encouraging leadership 	<ul style="list-style-type: none"> • Recognizing individual and group efforts • Providing learning opportunities and feedback • Monitoring the 'energy' of the group 	<ul style="list-style-type: none"> • Celebrating • 'Guide from the side' (minimal intervention) • Encouraging group decision-making and problem-solving • Providing opportunities to share learning across teams 	<ul style="list-style-type: none"> • Recognizing change • Providing an opportunity for summative team evaluations • Providing an opportunity for acknowledgments

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How to Apply the Phases of Team Development to a CCoT Team

Forming

- This stage allows for individual team members to get to know each other. They identify why each member is participating and begin to identify with roles within the team. It is important that all members feel welcome and free to voice their opinions.

Storming

- In this stage, opinions are expressed and a hierarchy is developed (facilitator, experts in areas, organizers, etc.). This phase may involve some conflicts as individual team members are discovering their voice and learning to work as a team. It may be important to remind everyone of the goal of problem solving during this phase and review the norms of the group. Keep the meeting focused and moving along. A CCoT involves many members of the community and they all have different perspectives.

Norming

- The CCoT team begins to work cohesively and with a common goal. Team members take responsibility and strive towards achieving that goal. Individual members accept others and their strengths and opinions. While the team may fluctuate between the norming and storming stages, it is important to keep them focused. Individual team members may have opinions and personal experiences that influence their ideas. Reminding the team of the set norms and that everyone plays an important role can help the team moving forward.

Performing

- The members of the CCoT become motivated as a team and work together. In this stage, members are comfortable in sharing and join in the decision-making process. They maintain their autonomy but also work as a collective group. Members begin to plan and coordinate events and strategies with each other, each taking active roles in the group and within subgroups. The team has identified the common goals, ways to achieve them, and ways to collect information and data. The team actively celebrates successes and reflects on the data collected, often re-evaluating strategies and goals, or setting new goals.

Adjourning

- It is important to set future dates for the team to meet and items for the team to continue to be active between meetings. Not every CCoT meets monthly and there will be times (such as the summer months) when there are long gaps between meetings. Provide an avenue to allow members to stay connected and share ideas. This could include emails, social media, video calls, etc. This allows the group to continue to interact and keep the momentum moving forward. Plan a fun event or icebreaker activity to get members excited about the next meeting.



***Click on the video link to
learn more about
Tuckman's 5 stages
model***

CCoT Support: Wisconsin agencies have collaborated to offer additional assistance to the formation, operation, and success of CCoTs. There is an Interagency Agreement signed by the Department of Public Instruction, Department of Health Services and the Department of Workforce Development. This agreement commits agency resources and team participation to collaborative work groups, such as a CCoT.

- [Wisconsin Interagency Agreement](#)



Section II: Establishing Mission, Vision & Values

Once the CCoT members and roles have been established, the next step is to develop the Mission, Vision, and Values of the team. The mission, vision, and values statements help create a plan, or road map, by which the team will navigate to achieve its goals and objectives. They serve as a guide to set priorities, decide where resources should be used, and keep the team focused. The Transition Improvement Grant has created a resource called the County Community on Transition (CCoT) Essentials. The CCoT Essentials is a tool to help guide a CCoT team in its work by providing information on the “essentials” or necessary, characteristics and activities of an effective and comprehensive interagency transition team. Once completed, the Essentials should be reviewed frequently to assess progress on activities and goals, as well as update team members and make necessary revisions to the mission and vision. This is the foundation for the team, creating buy-in from all members, creating cohesion, and keeping the team focused. It serves as the WHY to the great work your team will be doing.




- [CCoT Essentials](#)
- [CCoT Essentials Checklist and Worksheet](#)

Mission:

The Mission defines the organization’s purpose and primary objectives. Mission statements are set in the present tense, and provide an explanation of why the team exists. This statement is clear to all members of the organization, as well as the people outside of it. Common CCoT mission statements describe why the team exists and what service the team provides. It is a declaration of what makes the CCoT important. *They give the WHY of the group.*

There are four key elements the mission statement should provide.

1. Value: The statement should state how the CCoT is valuable to the community.
2. Inspiration: The mission statement should inspire the community to join or work with the CCoT team.
3. Plausibility: Don’t put items in the mission statement that cannot be delivered. Set high goals but make sure they are realistic.
4. Specificity: Mission statements are concise, clear, and powerful.



Ex: TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SECONDARY SCHOOLS TO INTEGRATED EMPLOYMENT, POST-SECONDARY EDUCATION OR TRAINING AND INDEPENDENT LIVING IN THE COMMUNITY THROUGH IMPROVED COOPERATIVE AND COLLABORATIVE EFFORTS.

-WAUKESHA CCoT MISSION

Vision:


Vision statements take the purpose of the mission statement and focus it on big objectives and aspirations of the group. This is done while looking into the future, and identifying the work the group plans to engage in. The vision explains the outcome the CCoT hopes to achieve. It describes what the CCoT team envisions 5-10 years in the future. *A Vision provides clarity around the WHAT of the group.*

Guiding Questions to Create a Vision Statement:

- 1) What ultimate impact do CCoT teams want to have on students and the community?
- 2) How will the CCoT engage with the community?
- 3) How will the CCoT group measure progress?

The vision statement should explain what the goal of the CCoT team is. When creating the vision statement, the team will want to make sure that goal is measurable. Abstract visions and unrealistic visions can cause confusion and distrust when progress cannot be shown. The team will want to make sure the vision statement provides a sense that all are welcome and included.

Once the team has created the vision statement, make sure to share it with all members of the community. Let them know what the CCoT team is about! As the team progresses, keep track of progress towards achieving the vision and share those successes with the community, as well.



Ex: OUR VISION IS TO ASSIST STUDENTS AND FAMILIES IN OUR COMMUNITY TO PREPARE FOR LIFE AFTER HIGH SCHOOL AND PROVIDE INCLUSIVE OPPORTUNITIES SO THAT EVERY STUDENT WITH A DISABILITY GRADUATES HIGH SCHOOL AND IS COLLEGE, CAREER, AND COMMUNITY READY.

Values:

A CCoT team's values are the important things that will lead to positive outcomes for youth transition within the county. Each person in the CCoT has certain priorities and beliefs for how

to transition youth successfully. The process of creating the team's values will involve both brainstorming and compromising. The CCoT needs to know each person's values to then create the group's values collectively. Having a common set of values helps to bring team members together and unites them. There is no limit to values within an organization. *Establishing strong values becomes the HOW of the group.*

The team could begin the process of writing values by allowing each member to write down or state what they believe should be on the list. After this is done, allow members time to reflect on the list and make changes and additions. Common themes will emerge and the list can be narrowed down. State the values so that every member of the community can relate to and understand them. In addition, make sure the values will help the team achieve their goals. Teams should look closely at what fits into their CCoT mission and vision.



EX: STUDENTS FIRST: OUR DECISIONS AND ACTIONS ARE GUIDED BY THE UNDERSTANDING THAT OUR MEMBERS AND COMMUNITY STRIVE TO HELP STUDENTS WITH DISABILITIES SUCCEED.



Activity to Develop Cohesive Values

Get all ideas out there, then organize them. Sit as a group and list all ideas in a central location. This allows the group the opportunity to compare and discuss. The team can make this more personal (i.e. sticky notes, google form). Generate as many ideas as possible. Have the group rate the values from high importance to low importance.

Once the team has developed a top ten list, have some discussions on higher priorities to gain insight on the values to fit the mission and vision.

Tools to Guide CCoT Development of Mission, Vision, and Values:

The links below are resources available to support the work of the CCoT in developing a Mission, Vision, and Values to move work forward.

- [How to Establish Values on a Small Team](#)
- [Discovering Purpose: Developing Mission, Vision & Values](#)
- [CCoT Facilitator Guide – Creating Mission, Vision & Goals](#)
- [Department of Public Instruction \(DPI\) Coaching Webpage](#)



Section III: Planning for Highly Effective Meetings

Effective CCoT meetings create a feeling of passion, enthusiasm and energy to go out and tackle the work that it takes a team to accomplish. This section of the toolkit is geared towards enhancing meeting effectiveness and guiding the team's practices.

Facilitation: Each CCoT should have a chosen facilitator (and co-facilitator, if desired). A facilitator is someone who guides the team, keeps them focused, and is aware of the group dynamics. A facilitator does not dictate or make sole decisions. The facilitator should understand the work of the team and be willing and able to be open, compassionate, and willing to initiate discussion of sensitive topics. They should be able to listen and ask guiding questions to enable the team members to participate and feel they are valid members. The facilitator recognizes when disagreements arise and when reflection and breaks may be necessary to keep the team focused. They are always aware of the norms of the team and guides the team to stick to the norms.

Every facilitator has a different style, and every group has different dynamics. A skilled facilitator adapts to the needs of each particular team and meeting. The facilitator should acknowledge that some members may not be comfortable speaking in larger groups. To get everyone involved, consider breaking into smaller groups for discussions, utilizing one person from each group to report what the group discussed. It is important that everyone is able to share their voice amidst the various personalities, opinions, and sensitivities that exist in any group.

The following tools can be used by the facilitator to gather input and feedback from your CCoT team. These tools can assist in planning for the year and help determine the best way to include all members. The tools work hand in hand and should be used in conjunction with one another.

- [Sample Google Form for Member Input](#)
- [Sample Presentation Template for Sharing Input](#)

Effective Meeting Process: Plan, Deliver, and Follow-Up

The success and effectiveness of a CCoT meeting is focused around the three concepts of planning, delivery and follow up. The key characteristics for each concept are described below. It is important to incorporate as many of these as possible to have a high quality and effective meeting.

Facilitation Techniques

- Prepare guiding questions
- Keep the team focused
- Be aware of team dynamics
- Ensure all stick to the norms
- Format discussions so everyone has a voice



Meeting Planning: The facilitator will want to make sure the objectives of the meeting and team are clearly defined and outcomes are expressed. Determine the meeting approach by identifying which items on the agenda will be for whole team discussion, smaller group discussions and work time. Plan in advance what roles will be, for example, designate who will take notes (to include meeting attendance), put items on the board, and give updates in areas (i.e., activities, events, data, assigned tasks, etc.). If additional information is needed, invite speakers and experts to the meeting. Make sure to have extra copies of the agenda and other documents for review, and provide necessary materials for activities. It may also be necessary to check on any technology that is needed and make sure it is working properly. Prior to the meeting, the facilitator should send out a reminder to all team members and confirm their attendance. It is a good idea to keep an updated list of all members and their contact information. This can be used to keep track of attendance at meetings, as well as making sure all individuals receive information.

A key aspect in planning for the meeting is deciding the location and method of the meeting. Having as many team members in attendance is necessary to obtain a well-rounded perspective, team collaboration, and member buy-in. Consider having multiple means to join a meeting, including in person, virtual using a computer, tablet or telephone, or phone in. It is important to continue meeting as a team, even if all members cannot present.

Utilizing Virtual Options: Virtual connections give team members who cannot be there in person the option to participate in another format. This allows a CCoT team the opportunity to engage its members in more than capacity. Virtual meetings can also streamline the meeting, as it is often difficult to have side conversations between members. If members choose to attend virtually, a gentle reminder that they are also to adhere to the norms may be beneficial. This enables them to be active in the meeting. Additional norms may be implemented, such as joining from a quiet room or not being on other devices. In addition, ask that virtual members use their camera (if bandwidth allows) so that the personal connection is stronger. It is of great importance when using virtual options that team members receive the agenda and other documents in advance of the meeting. Discuss a platform that will be used for this, such as email, mail, or web-based platforms, such as Google. Below are some common links for virtual participation platforms. It is noted if the platform is free or has a charge.



- [Zoom tutorial](#)
- [Go to Meeting tutorial](#)
- [Web X tutorial](#)
- [Google Hangouts](#) (For Use with Standard Google Accounts)
- [Google Hangouts Meet](#) (For Use with Google Suite)

Meeting Delivery: It is important to welcome each member and introduce new ones. To start the meeting on a positive note, plan a short activity to help all members get involved. This could involve checking in with each member and having them state one goal for the meeting, or what they would like to accomplish during the meeting. Make sure each member has a copy of the agenda and the norms are reviewed. Go over the agenda and point out which items on the agenda are action items and which items need decisions, then make sure decisions are based on the desired outcomes. Once decisions are made, restate them so they are clear to all members and link the decisions to the expected outcomes. As a team, decide what the next steps for each agenda item will be. The team should also have input on items for the next meeting agenda.

During the meeting, each member should be practicing active listening. Active listening includes both verbal and nonverbal responses. Individuals should be making eye contact and restating ideas and opinions to ensure that all comprehend what is being shared. Members should take note of others' ideas and opinions without making quick judgments or evaluations. Make sure members have time to reflect before asking for opinions. This allows time for members to assess and formulate responses.

- [Sample Agenda](#)
- To use this sample agenda as a fillable template, please go to <https://docs.google.com/document/d/1hxxrexoA3fy0O0xXhnhzuP4Yzk4KH6V4sz68IN2q340/copy?usp=sharing>.

Agendas should also be used to help subcommittees organize and designate roles for specific activities/projects. They can assist in keeping the activity aligned to the goal and identify methods of data collection.

- [Sample Subcommittee Agenda](#)

Before concluding the meeting, it is helpful to review key takeaways and ideas, topics that should be included on the next agenda, and tasks for individuals and groups to complete prior to the next meeting.

Meeting Follow-up: Once the meeting has concluded, it is important to provide follow-up to help the team stay focused on the outcomes the CCoT strives for. It is important that communication is maintained not only during the meetings, but between the meetings as well. Minutes of the meeting should be written so all will understand (do not use shorthand or abbreviated words that are not common knowledge). Minutes should be prepared as soon after the meeting as possible and distributed to all members. The minutes should include who attended the meeting, topics covered, decisions made, and identify individuals responsible for any actions that need to be taken. It may be beneficial to store copies of minutes in a mutually accessible location so members can easily review the information.

Along with the minutes, consider using a feedback form for members to reflect on the meeting and provide opinions on what they felt was strong or positive during the meeting, as well as items they would like to see changed. Allow members to provide opinions on ways to improve meetings. All opinions should be considered valid and incorporated into meetings, if possible. The feedback form could also provide an area for suggested topics for future meetings. These can help build agendas and guide the direction of the team.

In addition to the minutes and feedback form, consider providing a platform for members to share ideas, success stories, and additional resources. Such platforms could include a Facebook page, a Google document, a LiveBinder or Padlet, or even a group email. If the CCoT does not meet monthly, consider doing short virtual check-ins between meetings. These could be limited to half-hour meetings that allow members to provide updates and ask questions. Consider creating a webpage for your CCoT where members and the community can view agendas, minutes, resources, and see progress your CCoT is making by reading stories and viewing pictures (make sure the CCoT has consent before posting any pictures).

<p><u>County CCoT Website Examples:</u></p> <ul style="list-style-type: none"> • Iowa Lafayette CCoT Webpage (Google Site) • Grant County CCoT Webpage (Google Site) • Sheboygan County CCoT (Live Binder) 	<p><u>Tutorials:</u></p> <ul style="list-style-type: none"> • Creating Google Sites • Utilizing LiveBinders • Utilizing Padlets
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Section IV: Measuring Successful Outcomes

Analyzing various forms of data can assist CCoT teams in knowing if the decisions and actions they are making are leading to positive outcomes for youth and their families. This section of the toolkit will shed some light on various types of data that a CCoT team can look at to further analyze decision making and goal setting for current and future meetings. There are many types of county and statewide data the CCoT team will want to review. The CCoT team should plan to review this data on a yearly basis and use it to guide their goals and activities for the upcoming year.

A review and analysis of your data can help provide insight into areas of strength and need within your county. It can also help the team identify gaps between cultural/ethnic groups, genders, or disabilities. In addition, the data can provide specific information on the success of activities and goal achievement for your CCoT.

View the video on CCoT Data Gathering for a better understanding of the websites and reports that can be utilized in this process: <https://youtu.be/dzfaQ9n2S8U>



Indicator 14 Post School Outcome Data: Indicator 14 is a national indicator that reflects the post school outcomes of students with disabilities one year after they have graduated. The State of

Wisconsin conducts telephone surveys with these students to determine the percentage of students who are actively engaged in higher education or training or competitive employment. Every district is required to participate in this survey once every five years, however many districts volunteer to participate every year. The team can review their entire county Indicator 14 report. CCoTs can request countywide Indicator 14 data for their county for one, two, or three

survey years. The data includes any districts assigned to that county that participated in the survey in the selected year. Analyzing county data allows for the participants to determine if the county is comparable to the state in terms of exiters participating in higher education or being competitively employed. In reviewing the data, patterns or trends may be identified.

To access the team's county report, they can reach out to their local [Transition Improvement Grant](#) regional coordinator.

Here is a sample county report to view for more details: [Sample County Indicator 14 Report](#)

Here is a template of a presentation that can be customized and reviewed with your CCoT to help understand Indicator 14 data:

<https://docs.google.com/presentation/d/15wRD4mgsNeF2JY3qotqFhu3aSwQnldPnxhRgR5rSrO8/copy?usp=sharing>

New Indicator 14 Post School Outcome Interactive Maps

The DPI is excited to announce the completion of a new interactive map visualizing the post school outcomes for students with IEPs. The maps summarize the results of the 2020 Indicator 14 Post School Outcome Survey of 2018-2019 exiters by LEA, CESA and county. Users can also compare results to the location of public and private universities across Wisconsin as well the Local Workforce Development Areas (WDAs). The map will be updated annually as new survey results are available. The DPI and our partners at the Transition Improvement Grant (TIG) see this as a powerful analysis tool to improve the post school outcomes for students with IEPs. An LEA with questions on the map or the survey results, can [contact their local TIG coordinator](#).

- [To view the 2020 Indicator 14 Post School Outcome map by LEA or county, click here.](#)
- [To view the 2020 Indicator 14 Post School Outcome map by CESA, click here.](#)



WISE Dash Public: This public site from the Department of Public Instruction allows the CCoT to compare and explore statistics about Wisconsin public schools. Teams can look closely at the following data points: student enrollment, attendance, assessment data, discipline and graduation rates and drop out data. Teams can desegregate the data by sex, race, socioeconomic status, and disability status. By viewing this information, teams can determine where their districts may have gaps between the achievement of demographic groups. This can help the team focus additional resources and activities to help districts within the county narrow those gaps. To access this dashboard, please visit the link below.

- [WISE Dash \(Public Site\)](#)



WisConomy: WisConomy is a State of Wisconsin webpage to look closely at economic and labor market data. By clicking on data tools, the CCoT team can view reports for their county that include information such as employment and unemployment rates. Further filters can be applied to view what areas represent the most common fields of employment within the county (agriculture, industrial, etc.) and average weekly wages. This can help CCoT teams determine the culture of the workforce within their county and focus activities to connect students with employers.

- [WisConomy Webpage](#)



Wisconsin Youth Apprenticeship Participation Dashboard: Wisconsin's Youth Apprenticeship program combines academic coursework with on the job experience, and allows students to earn postsecondary credits for college or technical schools, while they are still in high school. This dashboard viewer option will allow the team to view Wisconsin's Youth Apprenticeship participation from many different perspectives, including the number of youth involved in the program and the number of employers involved. It also allows

the team to view the data in categories of training, such as architecture, information technology, and manufacturing. The data can be viewed over multiple years to assess patterns and trends. The team can select one district or all of the districts with the county. By clicking on the program area or the year, the team can choose to view multiple areas/years, or just one. It is recommended a YA regional coordinator be part of this conversation to assist in gathering more in-depth data at the statewide level. The regional coordinators have access to run additional reports that include employers, number of students in each industry area, and demographics. In addition, they will be able to provide information on the number of students with IEPs and students considered at risk.

- [Wisconsin YA Data Dashboard](#)



CCoT Event Data: In addition to statewide and county data, the CCoT team will want to review data gathered from their own various activities. Accurate data reporting measures should be taken during each activity. These could include harvest notes, attendance, feedback or evaluation forms, and outcomes. Outcomes could include the number of students successfully gaining employment, going on job shadows, leading their IEP meeting, applying for acceptance at a higher education institution, etc. By reviewing this data, the team can assess whether an activity was successful, whether it should be repeated, or what changes should be made. It can also help the team view the means by which the activity was publicized and made available to students and families.



Section V: Activities and Events that Impact Positive Outcomes for Youth

Many of our CCoT teams across the state are engaging in various forms of hands on activities and events to make positive impacts on outcomes for students with disabilities. Activities should be focused on connecting students with their schools, agency members, local employers, higher education, and families and peers.

We have noted many of these different types of events and strategies and resources to engage the CCoT in duplicating some of these excellent examples.

Community Asset Mapping: Asset mapping is a process by which institutions, individuals, and associations are identified within the community. Institutions include churches, schools, businesses, medical services, and emergency facilities. Individuals are resources that provide a specific talent or gift that can assist in problem-solving, such as a principal, therapist, or even a coach. Associations would include clubs and organizations within the community, such as Boy Scouts/Girls Scouts, Kiwanis, or Chamber of Commerce.

Key Points

1. **Knowing the community is crucial to embracing youth outcomes**
2. **Events can be powerful and the follow up is crucial to see the outcomes**
3. **Divide up responsibilities so all members of the team are invested in the work for planning and executing an event**
4. **Always consider data collection in advance of an event**

The CCoT team should identify a group of individuals for a committee to gather information and resources from within the community to place into these three groups. The CCoT should then develop an action plan, determining how to connect students with these resources, and support students in doing so. These can be done on a countywide basis or for individual school districts. Accurate records should be maintained and updated to make sure new resources within the community are added, and successful connections are being made and maintained.

- [Sample Community Asset Mapping Table](#)
- [Essential Tools - Community Resource Mapping](#)



Community Connection Activities:

The CCoT team can focus on activities that directly connect youth with community employers. These could include job fairs, a job shadow program, or even having employers conduct interviews to assist students in obtaining interview experience. Studies show that students who have at least two paid job experiences while in school are more likely to be engaged in higher education and competitive employment after high school. The CCoT team can assist in connecting students with employment opportunities by conducting the following activities:

- **Amazing Race to Employment:** An Amazing Race is a fun way to promote student self-advocacy skills while connecting students with employers. In this activity, students divide into groups, or teams. Each team is given a set of questions that could be asked of potential employers (What qualities in an employee does the business look for? What training does the student need?). Teams are also provided a map of a region within their community. The teams either walk or have someone drive them to businesses within that region. They enter the business, pick a question or ask the employer to pick a question, mark down responses, and ask for a business card. The team with the most business cards at the end, wins. The businesses should then be compiled into a document to be used as a resource for future employment opportunities.



- **Business Tours:** Business tours can be conducted either by the members of the CCOT team or by students. The CCoT begins by contacting local businesses and setting dates and times to conduct the tours. Specific questions can be provided in advance to the employers to make sure they address them during the tour. Ask the employers to provide the team and the students

with a list of questions they may have, as well. During the tour, the employer can show the work environment, explain different job duties, and what qualifications are needed for each job. It is very important not to overlook the power of a business tour for both the employer and those who attend. After the tour, be sure to request feedback from both students and the business (What was your favorite part? How did providing the business tour benefit your business?).

- **Community Conversations:** Community Conversations are a highly effective way to bring people together to talk about community related issues. They bring individuals from across the community together to have an informal discussion around topics that concern all. CCoTs can utilize this activity to discuss ways students can be more active within the community, creating community based integrated employment opportunities, inclusion opportunities for youth, and transportation barriers that may prevent students from participating.



During this activity, a topic or question is often introduced, then those in attendance will break off into smaller groups to discuss. When the groups are brought back together, a spokesperson from each group shares their discussion and ideas. Discussion results should be recorded and used for future CCoT discussion and activities.

- **Transition Fairs:** Transition fairs provide opportunities for youth and families to connect with community members and gather information and resources. Transition fairs can include local businesses, higher education representatives, local service representatives, clubs and organizations, as well as advocacy organizations and investment advisors. When inviting advocacy organizations, CCoT members should be aware of topics such as age of majority and guardianship. It is important that the transition fair is run with the perspective of providing information for families and students to make their own informed decisions.

To view more information on the activities, as well as other activities, please view the Wisconsin CCoT Activity Guide.

- [Wisconsin CCoT Activity Guide](#)

Please see **Appendix B** for additional information on these activities, including resources, data gathering, and participant attendance.



Section VI: Reflect, Revitalize & Rebrand

In order to maintain and sustain productivity of the CCoT team, it is also important to allow the team opportunities to reflect on the team as a whole, and not just the goals of the team.

Energizing and uplifting success stories can help revitalize enthusiasm in team members and increase efforts to continue with the work. In addition, the team should take this time to re-evaluate their mission, vision, and goals, otherwise known as rebranding. This process allows teams to appreciate what they have accomplished and look forward to the work they will be doing.



Reflecting:

The process of reflection is a way of improving a team's overall performance. It allows teams time to review and analyze what went well and what did not go well. Team members should be given time to reflect individually and come together to reflect as a group. This helps determine what actions and activities the team would like to repeat, change, or maybe discontinue. Reflection helps drive future goals and objectives and gives team members time to process and connect with the work of the CCoT.



Revitalizing:

CCoT teams can suffer from losses of momentum and enthusiasm throughout the course of the year. Members may need to push their team to stay engaged, motivated, and focused. The process of revitalizing often involves moving the team out of the neutral zone. The neutral zone is when one phase ends, but before a new phase begins. At the end of the year, the team that worked well together and accomplished a lot may fall into a neutral zone wondering if the team will have new members, new roles, or what the challenges will be like in the new year. It may occur after a successful event and trying to decide what to do next. During these times, the CCoT team may have a lull in participation or individuals may be hesitant to take on new tasks. It is important to keep communication open and encourage members to participate in planning for the future. To view helpful resources on how to move teams beyond the neutral zone, please review the below links.

- [Managing Transitions: Making the Most of Change²](#)
- [Checklist – Managing the Neutral Zone³](#)



Rebranding:

Rebranding is a chance to revisit the mission statement, vision statement, and values of the CCoT. This is a good time to review the data from activities. Reassess the goals of the CCoT and review the progress made. It may be a good time to incorporate new goals. Share the successful completion of existing goals with the districts, students, and community. Based on what was learned over the past year, discuss if there are additional items the CCoT could provide to help students succeed. Look into ways to get additional community support and make connections for students. Incorporate these discussions into the team's vision, values, and goals and share them with the community.

² Public on Google scholar:

http://scholar.google.com/scholar?q=william+bridges+managing+transitions&hl=en&as_sdt=0&as_vis=1&oi=scholar

³ Public on Wisconsin Rtl Center: <https://www.wisconsinrticenter.org/>

APPENDIX A

This Appendix provides additional information on the members that should be included on the CCoT team. It provides the reasoning for having representation, as well as important resources that can be used to identify individuals to contact.

School District Representation: Part of the core of the CCoT team is the presence of educators. It is important to build representation from all of the school districts within the county to assure that the youths' needs are being met. If there are districts who are not represented, the first step would be to reach out to the Special Education Director for the district to discuss representation. The resource directory link below will help the team identify key contact people at the district level who can help put them in touch with the person who can attend meetings. The second link will provide talking points for school districts who are not currently active members in the CCoT.

- [Wisconsin Special Education Leadership Directory](#)
- [Is Your District Represented at CCoT Meetings?](#)

Division of Vocational Rehabilitation (DVR): DVR is part of the State of Wisconsin's Workforce Development Center. DVR is organized into workforce development areas (WDA). *The WDA Director* in each of these regions can let the team know which counselor(s) should participate in the local CCoT. DVR counselors have knowledge of resources in finding and maintaining employment, as well as getting better employment. DVR counselors are also connected to school districts to provide transition planning support related to employment. To learn more about DVR regions in Wisconsin, please visit the first link below. To see a list of DVR counselors assigned to each school district in Wisconsin, please visit the second link.

- [DVR Staff Directory](#)
- [DVR School Liaison List](#)

DVR Business Services Consultants (BSCs): BSCs are housed in the Division of Vocational Rehabilitation and make direct connections with businesses in the region. When discussing or planning for employer events it may be a good idea to involve the BSCs. For more information about BSCs, please visit the link below.

- [DVR Business Services Consultants](#)

Aging & Disability Resource Center (ADRC): The ADRC is the agency that determines if youth will be eligible for long-term care. The ADRC can help prepare Medicaid applications, if eligible. The ADRC will also provide information about Wisconsin's long-term care programs and help connect the CCoT team to resources for adults with disabilities in the county. To learn more about ADRCs in Wisconsin, please visit the link below.

- [ADRC Directory](#)

Disability Benefit Specialist (DBS): A DBS provides services to people ages 18 to 59 with physical disabilities, developmental disabilities, mental illness, and substance abuse disorders. The DBS provides information about public and private benefit programs including assistance

with application and appeal procedures. To learn more about Disability Benefits Specialists in Wisconsin, please visit the link below.

- [ADRC DBS Information](#)

Information & Assistance (I&A): I&A is a core service of each aging and disability resource center. Staff of local ADRCs assist older adults and adults with disabilities to determine their needs, and consider what services and programs are available in the county to meet specific needs of individuals. To find out more information relating to the work of Information and Assistance in Wisconsin, please visit the link below.

- [ADRC I&A Information](#)

Independent Living Centers (ILC) - Wisconsin has nine ILCs that cover the State of Wisconsin by region. ILCs are consumer-controlled, community-based, cross-disability, nonresidential private non-profit agencies that are designed and operated within a local community by individuals with disabilities. ILCs provide a wide array of services and supports to youth and adults with disabilities to support their independence in the community. To learn more about specific Independent Living Centers by regions, please visit the link below.

- [ILC Directory](#)

Family Care Managed Care Organizations (MCOs): Each county has a list of MCOs that have contracts to provide long term support services in those counties. To see which managed care organizations are within the CCoT's respective county, please go view the link below.

- [Managed Care Contacts](#)

IRIS (Include, Respect, I Self-Direct): IRIS is another long-term funding source. IRIS is a different option for the delivery of long-term supports and it is different than Managed Care Organizations (MCO's). There are several agencies that provide IRIS services. To see which IRIS agency covers the CCoT's respective county, please visit the link below. To learn about the difference between MCOs and IRIS, please visit the second link.

- [IRIS Directory](#)
- [Side by Side Comparison – Family Care & IRIS](#)

Children and Youth with Special Health Care Needs (CYSHCN): CYSHCN is a program through the Wisconsin Department of Health Services that supports youth with special health care needs. A CYSHCN representative can provide additional information and guidance for students with physical, developmental, behavioral, or emotional health conditions. To locate your regional CYSHCN center, please visit the link below.

- [Regional CYSHCN Centers](#)

Youth Apprenticeship Regional Coordinators: The Wisconsin Youth Apprenticeship Program (YA) has regional coordinators across the state that play a critical role in connecting CCoT members to employment credentials offered through the Youth Apprenticeship Program. The

team can find specific regional coordinators on the Department of Workforce Development website listed below.

- [YA Regional Coordinators](#)

Wisconsin Technical College System (WTCS): Disability Services Coordinators: Each of the WTCS campuses has a staff member(s) that are directly responsible for helping students with disabilities create accommodation plans and assist them with the transition from secondary to postsecondary education and training. They can share postsecondary education resources with a CCoT to continue connecting youth to their postsecondary education and training goals. To learn more about key contacts in the Wisconsin Technical College System, please visit the link below.

- [WTCS Key Contacts for Students with Disabilities](#)

University of Wisconsin System: Coordinators of Services for Students with Disabilities: The UW System campuses have staff members that are directly responsible for helping students with disabilities create accommodation plans and assist them with the transition from secondary to postsecondary education and training. They can share postsecondary education resources with a CCoT to continue connecting youth to their postsecondary education and training goals. To identify key contacts within the UW System, please visit the link below.

- [UW System Key Contacts for Students with Disabilities](#)

Youth and Families: Youth and families can bring a unique perspective to the CCoT as they are personally connected to the individual with a disability. Please consider including youth and / or families on the CCoT team.

- [Wisconsin Statewide Parent Educator Initiative](#)
- [Wisconsin Department of Public Instruction Family & Community Engagement](#)

Employers: Employers can bring the perspective of who they are looking to hire within their community and can speak to the skills that employers are looking for. This perspective can be supportive to the team when planning transition opportunities for youth. To identify interested employers, the team could consider reaching out to the local Chamber of Commerce. To view contact information for Chamber of Commerce groups within the CCoT's region, please visit the link below.

- [WI Local Chamber of Commerce's](#)

Financial Counselors: A crucial component to postsecondary transition planning is to discuss and share resources related to financial literacy and how it correlates to living independently within the community. Be sure to include organizations that can assist with financial literacy as the CCoT plans meetings and activities.

Local County Service Providers and/or Vendors: Wisconsin has numerous service providers that can assist with providing transition related services to youth between the ages of 14-21 years of age. Check with the CCoT's local ADRC and DVR staff within the team's county to get information about service providers.

APPENDIX B

Appendix B reviews the activities outlined in this toolkit and provides information on who to invite and data to collect. It also lists additional resources and examples the CCoT team can review.

<u>Event</u>	<u>Who should attend</u>	<u>Additional Resources</u>	<u>Data to collect</u>
Amazing Race to Employment	Students with and without disabilities, families, district staff, and CCoT members	<ul style="list-style-type: none"> • Amazing Race Training Video • Amazing Race Summary • Rusk County Amazing Race Event in Action • DC Everest School District Amazing Race • Milwaukee Public School District Amazing Race 	<ul style="list-style-type: none"> • Student reflections • Attendance • Names of businesses visited • Business feedback • Observations of students • Next steps planning between the businesses and the CCoT to increase employment outcomes for youth (job shadow opportunities and paid employment)
Business Tours	Students with and without disabilities, families, district staff, and CCoT members	<ul style="list-style-type: none"> • Business Tours Training Video • Inspire Sheboygan Business Tour Guide 	<ul style="list-style-type: none"> • Student reflections • Attendance • Business feedback • Next steps planning between the businesses and the CCoT to increase employment outcomes for youth (job shadow opportunities and paid employment)
Community Conversations	Employers, community leaders, school district staff, students, families, organizations and agencies serving youth, and volunteer organizations	<ul style="list-style-type: none"> • Community Conversations Training Video • Community Conversations - Guidance Document • Launching Inclusive Efforts Through Community Conversations • Wisconsin's Community Conversations: Building a Youth Employment Coalition • Let's Get to Work Community Conversation Resource 	<ul style="list-style-type: none"> • Attendance • Evaluations and feedback • Record of questions/topics and responses
Transition Fairs	Employers, community leaders, school district staff, students, families, organizations and agencies serving youth, and volunteer organizations	<ul style="list-style-type: none"> • NTACT Transition Fair Toolkit • Sample Transition Fair Flyer • Board for People with Developmental Disabilities: Supported Decision Making • Support Decision Making Newsletter • Educator's Role in Transfer of Rights 	<ul style="list-style-type: none"> • Attendance • Evaluations and feedback • Student and family reflections regarding information they gathered • Next steps planning: connections between youth and fair vendors and how to maintain the connections made • Student and family report to list resources that were most helpful for future planning

APPENDIX C

This page provides both national and state resources, policies, and guidance for making a strong CCoT team. Utilize these tools to inform decisions, set goals, and keep informed of current practices to create positive outcomes for students and young adults with disabilities.

National Technical Assistance Center on Transition: NTACTION has developed a guide to community partnerships that can assist a CCoT in making strong connections and supporting students. In addition, they have developed a toolkit on transition team leadership sustainability.

- [A Guide to Developing Collaborative School-Community Business Partnerships](#)
- [Transition Team Leader Sustainability](#)

Transition Action Guide (TAG): The TAG has been created to assist districts, agencies, students, and families in understanding the roles and services that each agency provides to transition of youth with disabilities.

- [Transition Action Guide \(TAG\)](#)

Division of Vocational Rehabilitation (DVR) – What’s New & Policy & Guidance Sections:

The various reports and guidance documents here can be utilized by a CCoT to help inform decision making around employment outcomes and expectations for students who work with DVR.

- [Wisconsin 2018 CSNA Report](#) (April 2019)
- [Laws & Legislation](#)
- [State Plan](#)
- [Toolkits/Guides/Manuals](#)

Wisconsin PROMISE Data:

Wisconsin Promise was a project for 2000 participating Wisconsin families with 14 to 16 year old youth who receive Supplemental Social Security Income (SSI). The goal of this project was to support both teens receiving SSI and also their families in achieving their education and career goals. While the work with PROMISE is complete, this resource can show what a cohesive team can accomplish.

- [PROMISE Lessons Learned](#)

Common Acronyms Used in CCoT Meetings

- [DPI Acronym List](#)

Coaching Resources to Help CCoT Teams

Below are a list of resources from the RtI Coaching training series for CCoT members:

- [The Language of Coaching](#)
- [More Coaching Questions](#)
- [Six Characteristics of Effective Questions](#)