

SIG ACTIVITIES BY YEAR – TIMELINE
March 11, 2005

STRATEGY 1: To conduct professional development and technical assistance for all stakeholders to increase and enhance inclusive early learning environments, improve student outcomes, and enable successful transitions of students with disabilities from school to post school life

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
EARLY CHILDHOOD							
Objective 1.1. Wisconsin Institutions of Higher Education (IHEs) to develop and implement performance-based preservice teacher training programs that prepare early childhood (EC) special and general education staff to implement best practices for children with disabilities and their families in a variety of normal settings, including the home, school and community							
Project I. Preservice Training Programs							
1.1.1 IHEs' EC teacher training programs mini-grants to align curriculum standards & develop performance-based training programs	1.1.1a Contract for a project coordinator				→	Waisman Center	Project Products: Yr. 2-5: Updated list of IHE faculty & contact information Yr. 3-5: Survey summary & annual data on the status of university EC teacher training programs Yr. 3-5: Listing of EC special education-related courses awarded Yr. 4: Faculty mini-grants awarded Project Indicators: Yr. 1-4: IHE institute conducted annually Yr. 5: 100% of the IHEs surveyed have curriculum aligned Yr. 5: 100% increase in articulation agreements among system Yr. 5: IHEs offer field placements for preservice teachers in a variety settings
	1.1.1b Plan mini-grants & activities	1.1.1b Fund mini-grants	1.1.1b Fund mini-grants in collaboration with UW system PI 34 grants				
1.1.2 IHEs to conduct initial survey & annual collection of data to focus on standards, curricula, field placements & assessment	1.1.2a Develop a survey & establish plan to outreach other IHEs	1.1.2a Conduct survey, including general education in survey	1.1.2a Complete survey & prepare summary	Expand survey to technical college & expand related services		Waisman Center	
		1.1.2b Define method for collection of annual data			→		
1.1.3 IHEs to conduct professional development institutes that outreach to EC general education faculty at other IHEs & WI technical colleges	1.1.3a Hold Intersecting Interests Faculty Seminar				→	Waisman Center	
	1.1.3b Maintain focus on articulation between systems				→		

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.1.4 IHEs to evaluate effectiveness of their programs through focus groups with teachers & their employers			1.1.4a Begin planning based on results of the survey	1.1.4a Hold at least one focus group		Waisman Center	
Objective 1.2. WDPI, with the Waisman Center, DHFS and other partners, to develop a coordinated system of early childhood special education (ECSE) professional development training on research-based and best practices, including technical assistance to support and link local communities of EC care and education, and promote inclusion practices to guide teaching/learning Project II. Centralized Professional Development System							
1.2.1 Create “lead facilitator” position	1.2.1a WC hires “lead facilitator”				→	Waisman Center	Project Products: <ul style="list-style-type: none"> • Yr. 3: Three-year calendar of state level conferences • Yr. 3: EC resource directory provided to PI 34 Regional License Support Centers • Yr. 3: Updated data on career guide website • Yr. 3: Early Learning Standards Training package developed & disseminated • Yr. 4: Web-based professional development plan • Yr 5: Career guide revised to reflect changes in personnel development systems • Yr 5: Statewide coordinated technical assistance system that includes CESAs, child care, Head Start Project Indicators: <ul style="list-style-type: none"> • Yr. 1-5: At least 4 yearly collaboratively sponsored conferences, workshops, & training efforts • Yr. 3: PI 34 Regional License Support Centers will support EC professionals in ongoing professional development
1.2.2 WPDP to initiate contact, develop relationships, participate in current planning efforts with statewide ECSE leadership personnel & establish network with the various EC technical assistance systems	1.2.2a Develop relationships with statewide leadership 1.2.2b Participation on planning efforts: <ul style="list-style-type: none"> • Intersecting interests • WECA/B-5 	1.2.2b Participation on planning efforts: <ul style="list-style-type: none"> • 4K • ELS 	1.2.2b Participation on planning efforts: <ul style="list-style-type: none"> • 4K • ELS • ELL • WIIMH 		→	Waisman Center	
			1.2.2c Update career guide		1.2.2c Revision of career guide		
1.2.3 WPDP to partner with technical assistance efforts to develop a statewide system plan for coordinated statewide training & technical assistance network	1.2.3a Identify ways to have a coordinated training calendar 1.2.3b Work through PDI to develop a vision for a coordinated network	1.2.3a Define ways to align web-based calendars & a 5-year planning calendar 1.2.3b Work through WECCP & PDI to develop a vision	1.2.3a Align web-based calendars & implement planning calendar 1.2.3b Continue work to define components for a statewide system			Waisman Center	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.2.4 Work with stakeholders to align & implement PI 34 teacher licensing redesign		1.2.4a Identify methods, such as CROPS, standards & professional development plans 1.2.4b Convene birth to 3 & ECSE/3-5 workgroup for allied health	1.2.4c Work with RLSC to assure EC resources 1.2.4d Assist in collaboration between PDI & PreK-16 Council		→	Waisman Center	<ul style="list-style-type: none"> • Yr. 3-5: Leadership from birth to 3 & ECSE have routine annual forums • Yr. 5: EC professional development is provided through each CESA • Yr. 5: Each Regional License Support Center includes trained EC mentors & professional development team consultants
<p>Objective 1.2. WDPI, with the Waisman Center, the Department of Health and Family Services (DHFS) and other partners, to develop a coordinated system of ECSE professional development training on research-based and best practices, including technical assistance to support and link local communities of EC care and education, and promote inclusion practices to guide teaching/learning</p> <p>Project V. EC Program Support</p>							
1.2.5 Work through the RSN to build a network for information, awareness & collaboration related to EC training activities, technical assistance systems, best practices & ECSE program support	1.2.5a Network with RSN to inform districts, WECCP, CESAs & other state partners of ECSE program support grant activities	1.2.5a Attend meetings & provide communication among RSN, WDPI & partners reports 1.2.5a Coordinate through reporting process			→	CESA 2	<p>Project Products:</p> <ul style="list-style-type: none"> • Yr. 2: Survey of roles & responsibilities of EC PSTs • Yr 3: Brochures & written material promoting the utilization of EC PSTs • Yr 3-5: Website to provide information on & for EC PSTs, including roles, responsibilities, sample activities, model meeting agendas & reference materials

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.2.6 Promote & support the utilization of EC program support personnel in CESAs & communities throughout the state	1.2.6a Conduct a survey to determine the roles & responsibilities of EC PSTs & the training that is currently available	1.2.6a Finalize brochure & supporting material 1.2.6b Develop materials for EC PST website, including model PST activities & resource materials	1.2.6a Disseminate information on PST role to CESAs, counties, districts, etc. 1.2.6b Develop EC PST leadership webpage 1.2.6c Explore connection with SIG transition CESA efforts 1.2.6d Identify other methods to promote the role of the PST			CESA 2	Project Indicators: <ul style="list-style-type: none"> • Yr. 5: Each CESA has established the role of EC PST
Objective 1.1. Wisconsin IHEs to develop and implement performance-based preservice teacher training programs that prepare EC special and general education staff to implement best practices for children with disabilities and their families in a variety of normal settings, including the home, school and community. Objective 1.3. WDPI and partners to conduct statewide awareness and information training to empower parents and create a comprehensive, blended array of service options for all young children with disabilities and their families Project III. Parent Leadership Through PALS and Preservice Partnerships							
1.1.5 Develop a “parent as presenter resource” referral system to ensure IHE preservice programs' access to parent perspective	Draft a plan		Develop & disseminate resource list (hard copy & electronic); expand to birth to 21			Waisman Center	Project Products: <ul style="list-style-type: none"> • Yr. 2-5: 200 parents annually trained in leadership roles to advocate for inclusive learning environments for young children with disabilities • Yr. 3-5: Model parent PALS for minority/underserved populations developed

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.1.6 Manage the referral directory & stipend service, & monitor parents' participation	1.1.6a Plan the service	1.1.6a Recruit parents & develop the directory 1.1.6b Implement the stipend service 1.1.6c Ongoing technical assistance to faculty & families	→ → → 1.1.6d Develop "Tips for Telling Your Story"	1.1.6a Plan evaluation		Waisman Center	<ul style="list-style-type: none"> Yr. 3-5: Directory of parents willing to participate in the academic preparation of teachers & related services personnel, & professional development of practicing professionals <p>Project Indicators:</p> <ul style="list-style-type: none"> Yr. 2-5: 12 IHEs develop a preservice program using referral service for parent presenters & mentors Yr. 2-5: At least 4 PALS programs are provided for parents from minority/underserved populations Yr. 2-5: At least one parent is identified & supported to participate in state councils or committees
1.3.4 Develop a community-based component to the Parents as Leaders (PALS) program specifically targeted to minority and/or historically underserved parents	1.3.4a Develop the plan	1.3.4a Complete Dane County Hispanic PALS 1.3.4b Compile "lessons learned" from project to apply to additional community-based components	1.3.4a Complete Green Bay/Brown County Native American PALS → 1.3.4c Move major responsibility from Waisman to FACETS	1.3.4a Complete PALS for Deaf Community PALS/PIP Reunion		Waisman Center FACETS	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.3.5 WDPI & PALS to provide parent leadership & advocacy so additional parents may serve as council members, mentors, presenters & trainers	1.3.5a Explore connections & expansions of Waisman & FACETS/ WSPEI activities	1.3.5a Identify & implement specific collaborations including: • FACETS' involvement in birth to 3 orientation • “Ready, Set, Go!” training with other SIG projects	1.3.5.b. Develop TA on parents on councils		→		
Objective 1.3. WDPI and partners to conduct statewide awareness and information training to empower parents and create a comprehensive, blended array of service options for all young children with disabilities and their families Project IV. Parent Education							
1.3.1. Develop a plan to increase the availability of parent information & training packages	1.3.1a Work with other projects to develop training packages on early childhood transitions & preschool options		→ 1.3.1.b. Develop Spanish version	1.3.1a Evaluate & revise trainings as needed & determine if other packages are needed 1.3.1c Reassess focus area		FACETS	Project Products: <ul style="list-style-type: none"> • Yr. 2: “Ready, Set, Go!” training package that addresses transition from birth to 3 programs to schools & preschool options for ECSE programs • Yr. 3-5: Materials developed include IFSP/IEP content Project Indicators: <ul style="list-style-type: none"> • Yr. 2-5: “Ready, Set, Go!” training participants will report 85% satisfaction with workshop & 75% increase in knowledge & skill • Year 3-5: At least 3 family trainers in each CESA will be
1.3.2 Provide awareness training & information to parent liaisons	1.3.2a Target select FACETS & WSPEI trainers to participate in birth to 3 regional meetings	1.3.2a Conduct trainings for parent liaisons, FACETS, resource, ECSE PSTs, birth to 3 & others on new training packages	1.3.2a Mentor trainers who are conducting trainings throughout the state			FACETS	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.3.3 Conduct information awareness trainings statewide through conferences & workshops	1.3.3a Identify trainings that should be expanded to the parents of children birth to 6	1.3.3a Develop & implement “Ready, Set, Go!” training package in conjunction with SIG VII & VIII 1.3.3b Additional FACETS training will involve parents of young children	1.3.3a Implement “Ready, Set, Go!” training in conjunction with SIG VII & VIII			FACETS	<p>trained & available to present “Ready, Set, Go!”</p> <ul style="list-style-type: none"> Year 3-5: Work with other projects to ensure that “Ready, Set, Go!” training will occur in each CESA Year 3-5: 350 parents (each year) of children birth to 6 will participate in professional development training Years 3-5: 75 parents (each year) of children birth to 6 will attend professional development training for the first time Year 3-5: At least 1 parent stipend per year will support a parent (of birth to 6 child) to serve on an advisory committee Year 3-5: At least 6 parent stipends per year for participation in PD conference
1.3.6 Develop & manage a parent stipend system to enable parents of young children to participate in state level PD training & advisory committees	1.3.6a Develop stipend system	1.3.6a Recruit parents & provide stipend for advisory committee 1.3.6b Provide stipend for PD conference					
EARLY ONGOING COLLABORATION AND ASSISTANCE (EOCA)							
Objective 1.4. WDPI and partners to develop IHE professional development training opportunities designed to assist current and prospective educators to develop collaborative school teams, teach effectively in diverse regular education settings and engage minority and/or historically underserved families in EOCA							
1.4.1 Survey teacher, administrator & pupil service professional training programs (preservice & recertification) re: EOCA components		Develop & administer survey to IHEs, CESA recertification programs & school administrators with input from EOCA advisory team Share results of IHE survey with	Complete IHE baseline survey Survey CESA recertification programs School administrators survey Analyze & share results with IHEs. CESAs.	NA	Follow up IHE, CESA & administrator surveys	Bright Beginnings & Family – Community – School Partnership Team (BB/FCSP) CESA beginning end of Year 2	<ul style="list-style-type: none"> Survey Report of Findings

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
		IHEs & EOCA Leadership	schools & EOCA leadership				
1.4.2 Preservice/recertification resources re: collaboration skills & fostering positive relationships with families to support student success		Identify IHE & CESA educator training representatives to be involved in developing recommendations & research-based resource materials	Broad-based workgroup submits a plan for development, adoption & implementation of research-based training in educator certification & recertification programs Educator training plan reviewed by EOCA advisory committee & finalized	Plan implementation begins Outside funding sources explored as needed to implement plan	Continued implementation & follow-up	CESA 5 in collaboration with WDPI & partners	<ul style="list-style-type: none"> EOCA resources for use in preservice & recertification programs 100 preservice/recertified educators receive content related to EOCA years 4-5 Increase in parent participation Pilot school educators demonstrate skills that foster positive relationships with families & improved student outcomes
Objective 1.5. WDPI, CESAs, IHEs and FACETS to develop workshops and products, and provide EOCA professional development and technical assistance to Local Education Agency (LEA) schools, including joint training of parents and educators							
1.5.1 EOCA implemented in pilot schools with expansion to non-pilot schools	Prepare at least 20 pilot schools for implementation High need criteria set: at least ½ of schools meet high need criteria	Implement EOCA in 30 pilot schools (at least 15 high need)	Add 20 non-pilot schools (at least 10 additional high need schools)	Add at least 10 non-pilot schools	Add at least 10 non-pilot schools	CESA 1 with WDPI & partners UW-Oshkosh (evaluation)	<ul style="list-style-type: none"> Evidence of EOCA framework implemented in 50 schools with low WKCE performance in reading or math & high incidence of students of minority, poverty, LEP or disability status (pending available funding)
1.5.2 Outreach to minority & historically underserved families	School staff & parent training developed in family involvement, communication, consensus, conflict	Implement technical assistance & outreach activities in EOCA schools	Training & support provided to parents on EOCA leadership teams	Training & outreach to school staff & families in schools already implementing.	→ → →	FACETS in collaboration with BB/FCSP, PTA & mentors	<ul style="list-style-type: none"> Historically underserved parents participate in outreach activities School leadership team participants & staff receive technical assistance & professional development to help improve family involvement

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
	resolution & EOCA participation skills			as well as to those in schools not yet implementing EOCA framework			<ul style="list-style-type: none"> Increase in parent participation in activities at EOCA schools
1.5.3 Professional development & technical assistance in the EOCA model	School staff & parents participate in joint training	School & Mentor guides piloted with EOCA schools Training continues	Guides finalized & posted on website Guides, training notes & resources added to training kit RSN & CESA staff training	Joint schools staff & parent training continues Develop EOCA training videos to accompany training modules		CESA 1 coordinate training, dissemination & compilation of training kit UW-Madison with WDPI, CESA 1, mentors (guide) UW-Oshkosh (evaluation)	<ul style="list-style-type: none"> Training kit including: School Implementation, School Leadership & Mentor guides EOCA training videos Staff & parents participate in joint-training opportunities EOCA components implemented Increase in student outcomes
1.5.4 Training in evidence-based interventions & other EOCA components that address system needs (e.g. progress monitoring)	Training materials (toolkits) developed	EOCA web clearinghouse developed	Training & dissemination			CESA 1 coordinate training & dissemination UW-Madison (Tom K) with CESA 1 & WDPI develop toolkits	<ul style="list-style-type: none"> Evidence-based prevention & intervention & other EOCA component modules (toolkits) EOCA web-based clearinghouse made widely available Staff/families participate in training Mentors disseminate information to schools Increase in student outcomes
1.5.5 Guide for Families/Parent about EOCA, family leadership & involvement, & accessing support for their children		Guide developed	Training & dissemination plan developed & implemented			BB/FCSP with FACETS & WI PTA with parents paid to participate WDPI, CESAs & PTICs for dissemination	<ul style="list-style-type: none"> “Early Ongoing Collaboration & Assistance: A Guide for Families” Accompanying video (pending funds)

Objective 1.6. WDPI and CESA 1 to develop and conduct Progress Monitoring and Effective Use of Data professional development program, including joint training of parents and educators, to assist schools to identify and address student needs and systemic problems

1.6.1 Making		Data analysis	Data-Based			CESA 1 & WDPI	<ul style="list-style-type: none"> Training kit: “Using Data to
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Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
Effective Use of Data & Progress Monitoring guides & workshop		<p>process developed; outline for training kit & related materials developed & shared with EOCA advisory team</p> <p>Progress Monitoring toolkit outline developed & shared with leadership team & pilot schools</p>	Decision Making & Progress Monitoring training kits developed & piloted	Conduct training & provide technical assistance to schools	→	<p>with input from UW-Oshkosh, UW-Madison, FACETS, mentors & CESAs</p> <p>CESAs or others contracted to provide training & technical assistance</p>	<p>Make Decisions” guide, training notes & related activities</p> <ul style="list-style-type: none"> • Training kit: “Establishing Progress Monitoring Systems,” workshops & related activities • Trainer network developed • At least 50 schools participate in EOCA data-based decision-making & progress monitoring training
1.6.2 LEAs participate in progress monitoring & data analysis professional development activities	Pilot schools submit evaluation data as part of statewide assessment (all years)	<p>Participating schools provide self-reports of data analysis related to implementing EOCA framework components & enhancing student achievement & behavior outcomes</p> <p>Analysis of outcome indicators at EOCA pilot schools</p>	EOCA schools participate in regional or local professional development activities	→	→	<p>CESA 1 with involvement from mentors</p> <p>LEAs provide end of year reports including outcome data</p> <p>UW-Oshkosh (evaluation)</p>	<ul style="list-style-type: none"> • Evidence of EOCA school team participation in professional development activities • Evidence of use of disaggregated data to analyze student outcomes, track progress & identify student & system needs • End of the year LEA reports & EOCA project evaluation report will show increased implementation of EOCA framework components; & improved student outcomes for reading & math achievement, suspension/expulsion, special education referral/placement rates & response to intervention
Objective 1.7. WDPI to contract with CESA 1 to provide professional development and technical assistance to pilot EOCA staff in action research of the EOCA and to improve its impact on student outcomes							
1.7.1 Action	EOCA Schools				→	CESA 1	• Joint training of staff & parents

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
Research Training for EOCA schools	receive training & support to identify an action research question & plan	Action research plans clearly linked to data analysis				EOCA mentors provide additional support to finalize action plans	<ul style="list-style-type: none"> Action research plans for each participating school
1.7.2 Ongoing support provided to help EOCA schools conduct action research	EOCA schools receive support to conduct action research & analyze results					CESA 1 EOCA mentors	<ul style="list-style-type: none"> Action research plans & end of the year report for each participating school
TRANSITION							
Objective 1.8. WDPI and partners to provide two in-depth “Parents in Partnership” professional development trainings to involve minority parents of transition age students in the IEP transition planning process							
1.8.1 Parents in Partnership trainings 2 per year, 10 in 5 years WSPEI model	2 trainings: <ul style="list-style-type: none"> Spring 2003, Iowa County, CESA 3 Fall 2003, northern region 		Increase parent/student participation in IEPs			FACETS, Waisman Center, Jenny Wagner of WSPEI, Martha DeYoung Ongoing communication & collaboration with John Triphan & CESA transition coordinators	<ul style="list-style-type: none"> 200 parents trained as parent leaders Parents increase understanding of 6 transition topics 90% of parents & 75% of students participate in IEPs using Full Life Ahead or Positive Student Profile 80% of parents implement community action plan 20% participation of parents of culturally & ethnically diverse background
Objective 1.9. WDPI to contract with FACETS, with WSPEI, to review, revise, and update the training kit: “A Parents’ Guide to Transition for Youth with Disabilities”							
1.9.1 Development of 4 “Opening Doors” series guides, written in parent-friendly terms	Develop Introduction/ Overview of “Opening Doors to Transition”	Draft 1 May 24 outline of guide 2 Ongoing review & comments by John Triphan	Complete guides 1 & 2 of “Opening Doors” & parent outreach training	Guide 3: “Opening Doors to Adult Services 1”	Guide 4: “Opening Doors to Adult Services 2”	FACETS (Charlotte Price, Jean Bowman, Sharon Rybacki) WSPEI Ongoing communication & collaboration with John Triphan	<ul style="list-style-type: none"> Guide 1: Introduction/Overview of “Opening Doors to Transition” Guide 2: “Opening Doors to Transition & the IEP” Guide 3: “Opening Doors to Adult Services 1” Guide 4: “Opening Doors to Adult Services 2” All “Opening Doors” guides completed & posted on websites
1.9.2 Develop	Develop parent		Develop a	Continue to		FACETS (Jean	<ul style="list-style-type: none"> Parent outreach training,

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
parent outreach training	outreach training, "Teacher and Parents Creating the Vision"	Complete "Teacher and Parents Creating the Vision" by summer 2004	strategic plan to outreach parents through WSTI involvement	revise, update & develop strategic plans		Bowman) Note: Parent = family member, caregiver	"Teacher and Parents Creating the Vision," developed • Strategic plans developed & provided within the CESAs
1.9.3 Use parent outreach training with CESA transition coordinators to involve more parents in WSTI training		Conduct training with CESA coordinators at quarterly fall meeting	CESA transition coordinators work to outreach parents to be involved with their staff development	→		CESA Transition Coordinators	• 12 CESA transition coordinators trained in parent outreach • 12 CESA transition coordinators apply outreach activities to increase parent involvement
1.9.4 Stipends for parents to attend training or state rehabilitation/ transition conference	15 stipends \$5,000/year (Note: Stipends were not used in yr 1--carried forward to yr 2)	Stipends paid to attend Transition Conference in Wis. Dells, Feb. 2004			→	Transition Coordinator WSPEI	• 64 training stipends for parents in 2004 • \$400 for each CESA transition coordinator per year, 14 per year/42 in 3 years, total over 5 years: 102
Objective 1.10 WDPI to contract with Creative Employment Opportunities (CEO), Milwaukee, directed by Dr. Laura Owens of UW Milwaukee, to plan, develop, conduct, evaluate, and disseminate a train-the-trainer workshop on self-determination and self-advocacy for students with disabilities, parents, and teachers							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
<p>1.10.1 & 1.10.2 Develop core competencies & curricular materials</p> <p>Pilot training for self-determination/self-advocacy</p>	<p>Preview curriculum development & core competencies</p> <p>Pilot training</p> <p>Team-based training (staff, parent, student)</p>	<p>Develop core competencies</p> <p>Provide training at Arrowhead in 2004 & continue in 2004-05</p>	<p>Pilot of training module, fall 2004, in K-8 districts</p> <p>Begin to develop guide, "Opening Doors to Self-determination/Self-advocacy" First draft: Sep. 2004 & final draft, Apr. 2005</p> <p>Draft template, Sep. 2004</p> <p>Pilot module at S. Division HS & Vincent HS in Milwaukee, & one rural HS 2004-05</p> <p>Expand pilot to elementary school: Richmond ES (grades 5-8) 2004-05</p> <p>Complete final draft model template 2005</p> <p>Complete web-based training module for Self-determination/Self-advocacy</p> <p>Develop CD ROM Sep. 2005</p>	<p>Complete guide 5, "Opening Doors to Self-determination/Self-advocacy"</p> <p>Present CD ROM & Video Clips at 2006 transition conference</p> <p>Revise & complete web training for teachers & CD ROM Dec. 2006</p>	<p>Dissemination of guide at transition & Kohler conferences 2006-07</p> <p>Web-based training module & use of video streaming CD ROM</p> <p>Present final version of CD ROM & web training at transition conference in Kohler 2007</p>	<p>CEO (Mary Ann Beckman & Laura Owens)</p> <p>FACETS</p>	<ul style="list-style-type: none"> • Core competencies & curriculum materials, workbook, script, activities, CD ROM & web training • Workgroup established: DVR, WTCS, FACETS, WCDD • Guide 5: "Opening Doors to Self-determination/Self-advocacy" completed & disseminated • Trainer manual & participant manual completed • Pilot module: South Division HS & Vincent HS, Milwaukee; & one rural HS 2004-05 • Video clips of web-based training • Training module for elementary school

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
1.10.3 Establish a statewide work group of stakeholders to provide training in self-determination and self-advocacy to other agencies		Establish stakeholder group					
1.10.4 Eliminated							
Objective 1.11. CEO to conduct statewide professional development training and technical assistance to promote school-to-work transition opportunities for students through interagency collaboration and coordinated services							
1.11.1 Develop guide, "Opening Doors to Employment—School to Work"	No activity	Development of "Opening Doors to Employment" began fall 2004 Meet with DVR-Stephanie Perla, collaborating on development & review of guide	Second draft of "Opening Doors to Employment" Mar. 2005 Completion Aug. 2005			CEO (Laura Owens) WTCS (Tom Heffron) FACETS DVR WSTI (John Triphan)	• Guides developed "Opening Doors to Employment—School to Work"
1.11.2 Distribute guide & support training			FACETS to distribute guide & support training WSTI to connect guide to clearinghouse website	→		FACETS WSTI	Outreach training to parents & students who have reached age of majority
1.11.3 Eliminated (combined with 1.10.2)							

STRATEGY 2: To develop a seamless statewide interagency service system of support for children and youth with disabilities, birth to 21, by forming critical collaborative partnerships

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
EARLY CHILDHOOD							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes	
Objective 2.1. State, regional and local level partnerships; collaborative planning activities; and service implementation to result in a comprehensive, blended array of service options for all young children with disabilities, birth to 5, and their families Project VII: Expansion of LRE Planning and Implementation Mini-grants								
2.1.1. WDPI to work through CESA 2 & 4 IDEA preschool inclusion planning & implementation discretionary grants to expand mini-grant awareness, access, project impact & accountability	2.1.1a Define ways to expand access & build on the existing mini-grant project for greater project impact	2.1.1a Award mini-grants with new demonstration models from successful 3 year mini-grants				CESAs 2 & 4	Project Products: <ul style="list-style-type: none"> • Yr. 2: Readiness materials incorporated into ELS materials • Yr. 3: Web-based reporting system for mini-grants developed • Yr. 4: DECA training model • Yr. 5: Summary report on mini-grant successes, models & lessons learned Project Indicators: <ul style="list-style-type: none"> • Yr. 2-5 Increase in communities with expanded array of preschool options • Yr. 2-5 Increase in the number of communities that utilize coordinating councils • Yr. 2-5: Increase in the number of interagency agreements among birth to 5 agencies • Yr. 2-5: Presentations, on-site & regional workshops/ trainings & co-sponsored statewide conferences to promote best practices 	
	2.1.1b Define ways to improve accountability	2.1.1b Collect & submit parent surveys, progress summaries & Vital Signs data	2.1.1b Finalize on-line reporting procedures & expand to other projects					
	2.1.1c Open mini-grant training for statewide participation	2.1.1e Sponsor the annual training for mini-grant recipients—in conjunction with the annual state EC Education & Care Conference						
	2.1.1d Provide technical assistance to support districts seeking to expand their services to ECSE students							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
<p>2.1.2. CESA 2 & 4 coordinators & mini-grant recipients will partner with other state & discretionary efforts to increase training & technical assistance opportunities that increase the range of preschool service options in home, community & regular education environments, increase the utilization of local EC councils & promote best practices</p>	<p>2.1.2a Define ways to improve alignment with state & discretionary grant projects</p>	<p>2.1.2a Align with specific discretionary grant and/or specific statewide efforts including but not limited to:</p> <ul style="list-style-type: none"> • WECCP regional networking & videoconferences • 4K Preserving EC to promote options & councils • ELS to promote common standards, readiness indicators & options • Plan/provide training & resources to support changes in service delivery models – from school-based to itinerant & consultant services <p>2.1.2b Maintain planning & implementation grant web pages</p>	<p>2.1.2a Align with specific discretionary grant and/or specific statewide efforts including but not limited to:</p> <ul style="list-style-type: none"> • DECA Program to promote social & emotional development; in coordination with the CESA 12 Assets trainings <p>2.1.2b Maintain web pages & develop web pages on community councils & collaborations</p>			<p>CESAs 2 & 4</p>	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
Objective 2.1. WDPI and partners to build an interagency system of information and training on assistive technology through expanded involvement of child care and Head Start in the activities of the WI Assistive Technology Initiative (WATI) Project IX. Wisconsin Assistive Technology Initiative (WATI)							
2.1.3 Subcontract with WATI to increase the ability of child care & Head Start teachers to provide informal assistive technology approaches to children with disabilities & special needs, birth to age 5	2.1.3a Contract developed	2.1.3a Continue contract				CESA 6 - WATI	Project Products: <ul style="list-style-type: none"> • Yr. 2-5: The WATI webpage will include material & resources related to assistive technology for young children particularly in community settings • Yr. 3-5: A communication system among WATI, child care resource & referral agencies & Head Start grantees Project Indicators: <ul style="list-style-type: none"> • Yr 3-5: Increase in the number of child care, Head Start & EC special educators participating in
		2.1.3b Align SIG & preschool grant efforts through representation on WATI committee					
			2.1.3c Explore other mechanisms to align SIG & preschool grant efforts				

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
<p>2.1.4. Collaborate with the child care & Head Start community to design a structure in which Head Start & child care systems will access the assistive technology training, support & resources, & provide the designed training</p>	<p>2.1.4a Make connections with the child care community</p>	<p>2.1.4a. Maintain relationships & activities with R&R networks</p> <p>2.1.4b Make connections with Head Start systems</p> <p>2.1.4c Develop the plan to provide child care & Head Start programs with assistive technology resources through state, CESA & web-based connections</p>	<p>2.1.4a Attend R&R network meeting at least annually</p> <p>2.1.4b Meeting with Head Start Association to define methods</p> <p>2.1.4c Implement plan specific to child care & Head Start:</p> <ul style="list-style-type: none"> • CESA WATI coordinators will host early childhood workshops & invite child care & Head Start personnel • Make presentations at existing conferences • Include session at WATI summer institute • Develop support materials & post them on the web <p>2.1.4d Increase the information available to pre-service students & IHE faculty in assistive technology</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>WATI</p>	<p>WATI trainings</p> <ul style="list-style-type: none"> • Yr. 3-5: Provide a minimum of 7 training sessions to child care & Head Start through existing conferences & meetings

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
EARLY ONGOING COLLABORATION AND ASSISTANCE (EOCA)							
Objective 2.2. WDPI to contract with schools via CESA 1 to implement the EOCA Framework to promote collaboration among special and regular education teachers, pupil services, parents and other school staff through common planning times and release time							
2.2.1 Pilot school selection & contracts	Section criteria clarified	Contracts with schools			▶	WDPI for selection CESA 1 for contracts	<ul style="list-style-type: none"> Contracts with at least 50 schools with low WKCE performance in reading and/or math & high incidence of students of minority, poverty or LEP, or disability status (pending available funds from other sources)
	Pilot schools screened for selection		▶	Expansion to non-pilot schools	▶		
2.2.2 EOCA schools schedule collaborative planning & release times for members of their EOCA teams.					▶	CESA 1 for school reports UW-Oshkosh for evaluation study	<ul style="list-style-type: none"> Evidence provided on school applications & reports & pilot project evaluation Increase in student outcomes documented Increase in quality of collaboration reported by staff & parents
Objective 2.3. WDPI to provide stipends to EOCA schools for family involvement on leadership teams, child care & transportation to promote family involvement including collaboration among school staff with parents							
2.3.1 Family member stipends provided by EOCA schools					▶	LEAs	<ul style="list-style-type: none"> Documentation on local application & budget claims Increase in family involvement in statewide & local EOCA leadership activities & in intervention planning process for child(ren) needing targeted options Surveys in pilot schools indicate high level of satisfaction with family involvement opportunities
TRANSITION							
Objective 2.4. WDPI to improve the IEP transition planning process and expand training and professional development activities of the state discretionary funded transition project by promoting the nationally implemented Transition Outcomes Project Training (Storms, J., O'Leary, E., & Williams, J. 2000) for all 72 counties in the state and 180 additional school districts							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
2.4.1 Expand State Transition Initiative to TACs, inter-agency agreements, POEMs, TATs, transition plans & post school follow-up surveys	Prepare for post school follow-up on seniors from schools participating in project Train CESA transition coordinators regarding post school follow-up	2 counties & 15 schools added 2003-04 Post school follow-up conducted WSTI, CESA coordinators	Impact results 93 post school follow-up districts, 63 counties involved, 163 schools			State transition project coordinator, John Triphan & CESA transition coordinators CESA 11, Mary Kampa	<ul style="list-style-type: none"> • 72 counties involved with project in year 5 • 60 transition plans based on IEP data • 60 post school follow-up districts • Parent outreach training • Increased parent involvement in trainings • 454 post school surveys 03-04 • 2 counties & 15 schools added 04-05
2.4.2 Expand the capacity of CESA transition coordinators	Portfolio shows SIG expanded capacity	Expand time dedicated toward project activities by CESA coordinators	CESA transition coordinators receive parent outreach training	Transition coordinators outreach parents		State transition project coordinator, John Triphan & CESA transition coordinators CESA 11, Mary Kampa	<ul style="list-style-type: none"> • Data collection connected • WSTI/Post school follow-up
Objective 2.5. WDPI, LEAs, CESAs, and county agencies to collaborate with the 16 WTCS transition specialists to build statewide capacity to increase the enrollment and success of students with disabilities in post-secondary education							
2.5.1 Collaborate with TAC meeting	Partial funding of transition specialist					WTCS, Tom Heffron	<ul style="list-style-type: none"> • Increased number of transition specialists attend TACs • Participation in staff development & IEP meetings
2.5.2 Participate in staff development conferences & IEP meetings	Baseline data collection of IEP & TAC meetings in 16 technical colleges	Staff from 16 WTCS colleges participate in staff development activities related to county councils & development of point of entry manuals & joint agreements				Communicate with state transition project coordinator, John Triphan	<ul style="list-style-type: none"> • Students with a disability who attend WTCS have assistive technology plan • Follow-up study of students leaving WTCS • Courses developed self-advocacy dual credit job seeking skills • Learners using internet & distance learning • Follow-up of students from

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
2.5.3 Identify assistive technology usage	Assistive technology usage identified by 16 technical colleges				→		secondary programs to WTCS
2.5.4 Develop internet self-advocacy course				Form workgroup Develop self-advocacy course (if funding permits)	Offer internet course Disseminate		
2.5.5 Post school follow-up from technical college to job centers or employment					Post school follow-up of students leaving technical college to job centers or employment		
Objective 2.6. WDPI and partners to provide a collaborative system of supports and resources statewide to increase paid employment prior to graduation, particularly for students from culturally and ethnically diverse backgrounds, and to decrease barriers to services that ensure self-determination and successful employment opportunities for students							
2.6.1 Identify barriers in educational & adult service systems	Form employment/business leader workgroup to identify barriers	→ Survey teachers & DVR counselors to identify barriers				CEO, Laura Owens Collaborate with DVR to target needed training	<ul style="list-style-type: none"> • Barriers identified & listed • Collaborative training program developed • More students with disabilities employed • 200 DVR counselors trained statewide in 21 district offices • Connection to Independent Living Centers as partners
2.6.2 Collaborate training program		Develop training to overcome barriers				CEO, Laura Owens Collaborate with DVR to target needed training	
2.6.3 Train DVR school liaison counselors in 21 district offices for 2.51-2.73			Statewide trainings for DVR school liaison counselors through CESAs	→		CEO, Laura Owens Collaborate with DVR to target needed training	
Objective 2.7. WDPI to contract with CEO to identify and work with representatives of businesses to increase employment of individuals with disabilities							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
2.7.1 Employer workgroup to identify ways to increase employment	Establish employer work group					CEO DVR CESA	<ul style="list-style-type: none"> • Employer workgroup established • Employer training process developed • 500 employers trained in year 5
2.7.2 Develop employer training process	Develop training package for employers →					CEO DVR CESA	
2.7.3 Conduct 4 trainings per year for local business groups			Plan & develop training →		Conduct 4 trainings for local business groups	CEO Employability Skills Training	

STRATEGY 3: To develop and implement a coordinated state dissemination system that provides educators, parents, collaborative partners and other stakeholders with timely information and training on best practices and research-based strategies to improve teaching and learning and results for children and youth with disabilities

TRANSITION							
Objective 3.1. WDPI, with partners, to develop a statewide special education dissemination system, similar to the USDE National Diffusion Network Program, which connects the information/training needs of collaborative partners to best practices and research-based strategies that are proven to impact teaching and learning and improve student results							
3.1.1 WDPI to contract with IHEs, CESAs, FACETS, LEAs, & other state agencies to develop a plan that creates structure & elements of dissemination system	Establish dissemination planning committee	Establish methods of dissemination & training		→	Endorse & fund dissemination system	CESA 7, Nissan John Triphan Tom Heffron	
3.1.2 WDPI to contract with CESA 7 to develop a comprehensive SIG website that will be linked to WDPI & collaborative	Develop website					CESA 7, Nissan John Triphan Tom Heffron	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
partners' websites							
3.1.3 WDPI & partners identify & promote research-based strategies, best practices & SIG products that have demonstrated to improve teaching/learning & improve student outcomes		Establish criteria to evaluate effective & proven practices Document strategies & best practices	→			CESA 7, Nissan John Triphan Tom Heffron	
3.1.4 WDPI, with partners, identify key dissemination sites & local dissemination facilitators in each birth to 21 agency to serve as communication & boundary spanner contact between & among system partners		Identify & reach agreements with dissemination partners			→	CESA 7	
3.1.5 WDPI & partners, including CEW (our evaluator) & GLARRC (OSEPs Technical Assistance & Dissemination Network Project supporting WI), conduct state policy seminars on topic of the SIG & special education systems change & its impact on students at the end		WDPI & partners w/GLARRC conduct SIG policy seminars to inform state of the special education systems change		WDPI & partners w/GLARRC conduct SIG policy seminars to inform state of the special education systems change	→	WDPI, CEW & partners with GLARRC	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
of years 2, 4, & 5							
Objective 3.1. WDPI, with partners, to develop a statewide special education dissemination system, similar to the USDE National Diffusion Network Program, which connects the information/training needs of collaborative partners to best practices and research-based strategies that are proven to impact teaching and learning and improve student results							
EARLY ONGOING COLLABORATION AND ASSISTANCE (EOCA)							
3.1.3 Disseminate & promote research-based strategies, best practices & products that improve teaching, learning & student outcomes		EOCA clearing-house links established. Clearinghouse previewed by focus groups Guides & toolkits disseminated as completed	Website & clearinghouse updated & maintained		→	WDPI with partners RSNs	<ul style="list-style-type: none"> • School Implementation guide • Family training/workshops • Family guide • Resource Mapping toolkit • Data-based Decision-making toolkit • Progress Monitoring toolkit • EOCA Best Practice toolkits • Website clearinghouse • Accompanying video tapes
3.1.4 Identify sites to serve as contacts among system partners					→	WDPI RSNs	<ul style="list-style-type: none"> • Links to sites on Website • Sites disseminate to LEAs, IHEs & other consumers statewide
EARLY CHILDHOOD							
Objective 3.2. WDPI and partners to disseminate research-based ECSE methods that promote the smooth transitions among programs with special emphasis on transitions from birth to 3 programs to ECSE, EC preschool options and the development of functional IFSPs/IEPs that guide inclusive preschool options in home and community settings							
Project VIII. Expansion of Preschool Options Project							

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
<p>3.2.1 Develop information for inclusionary settings to school district administrators, ECSE teachers, birth to 3 programs & others</p>	<p>3.2.1a Finalize “the LINK” training package</p> <p>3.2.1b Develop plan training package in conjunction with SIG VII & VIII to provide training in preschool options</p> <p>3.2.1c Expand CESA 10 website & align with other website</p> <p>3.2.1d Explore similarities & differences in IFSP/IEP</p>	<p>3.2.1a Update “the LINK” training package as needed</p> <p>3.2.1d Develop written material & incorporate concepts in training</p>	<p>3.2.1a Continue to update “the LINK” training package with emphasis on the needs of English Language Learners</p> <p>3.2.1b Mentor trainers who are conducting trainings throughout the state</p> <p>3.2.1d Work with Waisman to plan modules & decide on format</p> <p>3.2.1e Review, summarize & share December 1 count environments data</p>	<p>Online</p>	<p style="text-align: center;">→</p>	<p>CESA 10</p> <p>Madison Metro. School District</p>	<p>Project Products:</p> <ul style="list-style-type: none"> • Yr. 1-5: New materials on the Preschool Options website • Yr. 1: “The LINK” preschool options training package • Yr. 2: Preschool options materials incorporated into “Ready, Set, Go!” training package • Yr. 3: Develop additional sample IEP for “The LINK” training that address children who are English Language Learners <p>Project Indicators:</p> <ul style="list-style-type: none"> • Yr. 1-5: ECSE transition & best-practice products & inclusion models disseminated statewide through conferences & workshops • Yr. 2-5: Increased number & percentage of children are served in home, community and/or regular education settings • Yr. 3-5: Birth to 3 & ECSE PSTs in each CESA trained in “Ready, Set, Go!” • Year 3-5: “Ready, Set, Go!” or “The Links” training occurred in each CESA • Year 3-5: Regional & local teams' approaches utilized for trainings, including “Links,” “Ready, Set, Go!” & “Wisconsin Early

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
3.2.2 Products & inclusion models to be promoted through statewide & CESA-based training, conferences & workshops	3.2.2a Conduct “the LINK” training as requested 3.2.2b Align “the LINK” training with Projects IV & V	3.2.2b Conduct “Ready, Set, Go!” trainings for parent liaisons, FACETS, resource, ECSE PSTs, birth to 3 & others on new training packages 3.2.2c Provide training to CESAs & districts in area-specific service delivery options	3.2.2b Coordinate regional trainings locations & respond to requests to present		→	CESA 10 Madison Metro. School District	Learning Standards” • Yr. 3-5: At least 3 training events to assist in improving options for Young English Language Learners
3.2.3 Identify mentors, leaders & model communities, skilled & knowledgeable in preschool options practices	3.2.3 Begin to identify grants & communities that can serve as resources & models for training, technical assistance & on-site visits	3.2.3 Continue to identify & utilize grants & communities that can serve as resources & models. Target areas: itinerant services & administrative staffing	3.2.3 Work with Green Bay to develop itinerant services training & CESA 2 on playgroups			CESA 10 Madison Metro. School District	
3.2.4 Provide technical assistance to other state efforts	3.2.4a Participate in WECCP statewide & regional video conferences		3.2.4b Give input to WDPI on document revisions related to changes in	→		CESA 10 Madison Metro. School District	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
			IDEA				
Objective 3.2. WDPI & partners to disseminate research-based ECSE methods that promote smooth transitions among programs, with special emphasis on transitions from birth to 3 programs to ECSE, EC preschool options, and the development of functional IFSPs/IEPs that guide inclusive preschool options in home and community settings Project VI. Birth to 3 Transition							
3.2.1 Identify mentors, leaders & model communities, skilled & knowledgeable in the transition from early intervention to special education, & define technical assistance focus	3.2.1a Define roles & identify mentors 3.2.1b Gather information from CESAs, LEAs, and/or birth to 3 program	3.2.1a Train mentors through “Ready, Set, Go!” trainings, including parent liaisons, FACETS, resource, ECSE PSTs & birth to 3	3.2.1c Mentor trainers who are conducting trainings throughout the state			CESA 5	Project Products: <ul style="list-style-type: none"> • Yr. 1-5: Transition & best-practice products on www.collaboratingpartners.com • Yr. 2-5: List of ECSE trainers doing “Ready, Set, Go!” workshops • Yr. 3: Birth to 3 included in CESA 1 ECSE Eligibility PowerPoint • Yr. 3-4: Birth to 3 & preschool options inserts added to WSPEI

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
3.2.2 Provide technical assistance to other state efforts	3.2.2a Work with other SIG projects to disseminate information & provide technical assistance	3.2.2a Work with SIG VII & VIII project on "Ready, Set, Go!" training package 3.2.2b Work with WSPEI to expand parent information file	3.2.2a Facilitate regional implementation of "Ready, Set, Go!" training package in conjunction with SIG VII & VIII			CESA 5	<ul style="list-style-type: none"> parent files Yr. 4-5: Revised Step Ahead at Age 5 <p>Project Indicators:</p> <ul style="list-style-type: none"> Yr 2-5: Birth to 3 & ECSE PSTs informed of best practices at Transition Planning Conference Yr. 2: Transition materials incorporated & distributed with "Ready, Set, Go!" materials Year 3-5: Birth to 3 & ECSE PSTs in each CESA trained to present "Ready, Set, Go!" Yr 3-5: "Ready, Set, Go!" trainings coordinated with "the Link" & parent trainings in each CESA Yr. 5: 100% of families that have young children with disabilities served in county birth to 3 early intervention programs are offered & encouraged to have a transition planning conference at least 90 days prior to their child's 3rd birthday
EARLY ONGOING COLLABORATION AND ASSISTANCE							
Objective 3.3. WDPI, FACETS and partners to disseminate EOCA best practice information on communication, consensus and conflict resolution that empowers parents and increases involvement in school decisions about their child and needs of the system							
3.3.1 Disseminate training materials to CESAs, PTICs & other parent training entities	Materials under development (see 1.5.5)	Materials piloted & completed	Disseminate Technical Assistance Products		→	WDPI, FACETS & Partners, CESAs, PTICs	<ul style="list-style-type: none"> Products disseminated & posted on website
Objective 3.4. WDPI to develop a website, connected to CESA 7 SIG website, on EOCA							
3.4.1 WDPI will subcontract with CESA 1 to create & maintain EOCA website. including	Website development	All EOCA schools networked through website	Clearinghouse		→	CESA 1	<ul style="list-style-type: none"> Website including clearinghouse widely available to schools, families & others Evidence that website is being accessed throughout the state

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
a searchable clearinghouse of related resources		Clearinghouse developed Prototype available to EOCA schools	put on website Website & clearinghouse regularly updated	→	→		
Objective 3.5. WDPI to contract with CESA 1 and UW-Madison to disseminate an EOCA Leadership training manual for statewide dissemination and training							
3.5.1 School Implementation Guide and EOCA Leadership training manual	Implementation, Mentor & other guides & toolkits developed (see 1.5.3, 1.5.4, 1.5.5, 1.6.1)		Statewide dissemination & training	→	→	CESA 1 UW-Madison CESAs/RSNs for dissemination	• EOCA guide, toolkits & video tapes disseminated statewide
Objective 3.6. CESA 1 and WDPI BB/FCSP to disseminate a guide for parents and educators describing the EOCA framework to actively involve parents in the process							
3.6.1 Guide for families/parents about EOCA, family leadership & involvement, & accessing support for their children		Guide developed	→ Guide disseminated Conference presentations	→	→	CESA 1, FACETS & BB/FCSP WDPI, CESAs & PTICs for dissemination	• Guide disseminated & posted to website
TRANSITION							
Objective 3.7. WTCS and partners to coordinate/disseminate new professional development activities and information related to transitioning students with disabilities to post high school education or employment							
3.7.1 WTCS to create dissemination network about post-secondary education & assistive technology	Develop transition dissemination network about post-secondary education & assistive technology		→			WTCS	• Website accessible throughout the WTCS system
3.7.2 Develop & implement accessibility activities for WTCS			Develop & implement accessibility activities in 2004				

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
Objective 3.8. FACETS, with other partners, to disseminate materials for parents, students with disabilities, and LEAs on transitioning students to post-secondary school or employment							
3.8.1 FACETS, with WDPI, develop training modules on the IEP transition planning process to effectively involve parents (in particular, minority & historically underserved parents) & students in the process			Develop & promote outreach training which will more effectively reach parents of students with disabilities--to be used with transition coordinators & disseminated by FACETS	Disseminate model "Parents in Partnership" for minority parents of students with disabilities in the transition process to post high school	→	WI FACETS WDPI	List outcomes regarding dissemination
3.8.2. FACETS, with WDPI, disseminate the 4 "Opening Doors to Transition for Youth with Disabilities" guides	Disseminate "Opening Doors to Transition— Introduction Overview"	Disseminate "Opening Doors To Transition and the IEP"	Post abbreviated version of the guide (WHICH ONE?) with low literacy requirements on the website	Disseminate "Opening Doors To Adult Services 1"	→ → → "Opening Doors To Adult Services 2"	WI FACETS WDPI	List outcomes regarding dissemination
Objective 3.9. CEO to disseminate materials on self-determination and self-advocacy for students with disabilities							
3.9.1 CEO to develop & conduct train-the-trainer workshops for transition coordinators						CEO Laura needs to revise dissemination activities	
3.9.2 CEO, with WDPI, to disseminate a guide & quarterly newsletter for parents on the IEP transition process						Laura needs to revise dissemination activities Reminder note: "post on the web" should be entered	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
& interagency roles & responsibilities, and post them on the website						under some year	
3.9.3 CEO, with WDPI, to disseminate a set of core self-determination, self-advocacy competencies & curricular materials to be used with students with disabilities						CEO Laura needs to revise dissemination activities	
3.9.4 CEO to disseminate information on removing or overcoming barriers to employment for individuals with disabilities to local chambers of commerce, trade associations, unions & other business groups						CEO Laura needs to revise dissemination activities	
3.9.5 CEO to disseminate a quarterly newsletter to school districts & parents to include stories from the training cadres & tips for teaching & facilitating self-determination & self-advocacy skills						CEO Laura needs to revise dissemination activities	

Activities/Events	Year 1	Year 2	Year 3	Year 4	Year 5	Who is Responsible?	Products/Outcomes
3.9.6 CEO, with WDPI & FACETS, to disseminate a guide for parents & students who have reached the age of majority, and post on the website						CEO Laura needs to revise dissemination activities Reminder note: "post on the web" should be entered under some year	
Objective 3.10.							
3.10.1 WSTI to disseminate products, impact results, training products, web-based supports i.e. the clearinghouse, and web-based training module.						John needs to revise dissemination activities	
3.10.2 WSTI to list post school follow-up connection & capacity building related to CESA coordinators						John needs to revise dissemination activities	