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(FORM UPDATED: 08/11/2010)

**WISCONSIN STATE LEGISLATURE ...
PUBLIC HEARING - COMMITTEE RECORDS**

2005-06

(session year)

Assembly

(Assembly, Senate or Joint)

Committee on ... Children and Families (AC-CF)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (May 2012)

Moved by Representative Vukmir, seconded by Representative Jeskewitz that **Assembly Bill 308** be recommended for passage.

Ayes: (7) Representatives Kestell, Vos, Albers,
Jeskewitz, Vukmir, Sinicki and Seidel.

Noes: (0) None.

Absent: (1) Representative Grigsby.

PASSAGE RECOMMENDED, Ayes 7, Noes 0

David Matzen
Committee Clerk

Vote Record Committee on Children and Families

Date: 5-12-05

Moved by: Vukmir Seconded by: Jeskewitz

AB 308 SB _____ Clearinghouse Rule _____
 AJR _____ SJR _____ Appointment _____
 AR _____ SR _____ Other _____

A/S Amdt _____
 A/S Amdt _____ to A/S Amdt _____
 A/S Sub Amdt _____
 A/S Amdt _____ to A/S Sub Amdt _____
 A/S Amdt _____ to A/S Amdt _____ to A/S Sub Amdt _____

Be recommended for: Adoption Passage
 ~~Introduction~~ Adoption Confirmation Concurrence Indefinite Postponement
 Introduction Rejection Tabling Nonconcurrence

<u>Committee Member</u>	<u>Aye</u>	<u>No</u>	<u>Absent</u>	<u>Not Voting</u>
Representative Steve Kestell, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Robin Vos	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Sheryl Albers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Suzanne Jeskewitz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Leah Vukmir	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Tamara Grigsby	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Representative Christine Sinicki	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representative Donna Seidel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals:	<u>7</u>	<u>0</u>	<u>1</u>	_____

Motion Carried Motion Failed

April 26, 2005

Subject: Assembly Bill 308

Chairman Kestell and members of the committee, thank you for allowing me to address you today. I come before you today not only as the voice of parent with a child in special education, but to speak for those voices that will be addressing a similar dilemma in the future, how will their children be productive members of society. As an advocate for children in special education, there is a need for this bill.

Our son is a senior in high school and will be graduating this June. He had difficulty when he started school and finally, at the age of 10, we took him for an outside evaluation at UW-Madison, because our school district couldn't identify his learning difficulty. His results were amazing. Justin had the visual decoding of a 29 year old and the analytical thinking of a 32 year old. Justin has dyslexia.

He struggled in school, but stuck with it. When he entered high school, English was hard, but he trudged along while being tutored twice a week after school. Then, by sheer accident, I learned about the Youth Options Program. We took him to Waukesha County Technical College for a visit, which really peaked his interest. After more investigation, Justin decided he'd like to enter the Industrial Maintenance Technician Program. Justin has continue with his education at WCTC this senior year. Part of the program requirements, were to fulfill a co-op job in his field, part time this semester and full time for the summer. He sent out resumes to companies that had openings and many that didn't, explaining what he was look for. Four companies that interviewed Justin, arranged for a position to available. He had terrific responses to his resume and was still receiving calls for interviews, after finally accepting a position.

Justin will receive he associates degree, after earning the 64 required credits, in June of 2006. Last fall, in a serious mother and son moment, he told me he didn't think he as going to be able to finish high school and if he did, he thought the only option open to him was to join the selective service. I was in shock! Not a very optimistic future, open to many possibilities! But now, everything looked different, because of the Youth Options at WCTC.

Just last week, we had one of those parent and child discussions on boundaries, since he's becoming more independent. In a heat of anger, he threw out that typical teenage comment, "I'll move out and will stop going to school." To his surprise we replied, "It's your decision," to which he quickly responded, "No, I won't quit school, my education is too important!" He got it! Justin would not had said that 1 1/2 years ago.

I stumbled on this program by shear accident. Parents need a place to go, to know their options. Basically, everyone is a winner. We all want productive graduates that can earn a living, contribute to society AND to our social security system. These students need to be given the skills and know the options. Assembly Bill 308 can help make that happen.

Thank you,


Janet & Raymond Vick

400 Riverwood Court

Watertown, WI 53094-5138





State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

Assembly Committee on Children and Families
April 28, 2005

Department of Public Instruction Testimony on 2005 Assembly Bill 308

Good morning. My name is Stephanie Petska. I am the Director of Special Education at the Department of Public Instruction. On behalf of the State Superintendent of Public Instruction, thank you, Chairperson Kestell and members of the Committee for the opportunity to be here today to testify for information on Assembly Bill 308. The bill requires the Department of Public Instruction, the Department of Workforce Development and the Department of Health and Family Services to establish a statewide clearinghouse for information about transition services in each county for students with disabilities.

Special education services ultimately are designed to prepare students with disabilities to meet adult challenges and opportunities. Federal special education law, the Individuals with Disabilities Education Act (IDEA), requires the provision of transition services that are focused on improving the academic and functional achievement of students with disabilities in order to support their movement from school to post-school activities.

Using federal IDEA funds, the department supports the Wisconsin Statewide Transition Initiative (WSTI) which implements a comprehensive approach to transition. WSTI coordinates the efforts of state agencies, county agencies, community and social service agencies, school districts, cooperative educational services agencies (CESAs), businesses and others to make information about transition services available and to provide staff development. Coordination is accomplished through state transition services, county Transition Advisory Councils and school district Transition Action Teams. WSTI is working to produce a link to each county's available services through the development of a point of entry manual (POEM).

As part of the WSTI initiative, the clearinghouse required to be established in this bill has been developed. Currently, 63 of 72 Wisconsin counties are participating in the project and 53 counties have developed POEMs. Full participation is the goal; we anticipate all 72 counties will be participating by the end of the 2005-06 school year. Attached to this testimony is the web page that links to the clearinghouse:
<http://wsti.org/clearinghouse.cfm>

DPI, DWD and DHFS work actively and cooperatively in this important initiative. We conduct meetings throughout the state, providing information and training about WSTI as well as addressing transition-to-employment issues; for example, representatives from DWD, DHFS and DPI co-presented two weeks ago at the statewide Rehabilitation and Transition Conference about the multiple ways the departments collaborate to provide services. In addition, the departments have developed and implement formal interagency agreements.

The Department of Public Instruction supports the goal to provide consistent, easily accessible statewide information on available transition services. Thank you again for the opportunity to testify and I will be happy to answer any questions you may have.





Date???

WISCONSIN COALITION FOR ADVOCACY

THE PROTECTION AND ADVOCACY SYSTEM FOR PEOPLE WITH DISABILITIES

TESTIMONY IN FAVOR OF AB 308

by

Jeffrey Spitzer-Resnick

Managing Attorney

Chair, Quality Education Coalition

As many of you know, the Wisconsin Coalition for Advocacy (WCA) is Wisconsin's protection and advocacy agency for people with disabilities. In my position at WCA, I focus much of my attention on special education. In addition, as part of my work at WCA, I am the chair of the Quality Education Coalition (QEC), Wisconsin's only statewide coalition of parents, advocates, and educators, who work to improve Wisconsin's system of special education. It is with that perspective that I am pleased to testify in favor of AB 308, on behalf of both WCA and QEC.

As you are probably aware, this bill is identical to the bill passed by the Assembly last session (AB 343), which never made it to the Senate floor for a vote, even though it also passed the Senate Education committee. We thank Rep. Owens for reintroducing this important bill.

This bill would create a transition clearinghouse, which would provide information about services which would assist the transition of special education students from school to adulthood. These services would include vocational opportunities, as well as important information about benefits and other adult activities. Moreover, these bills would require that these services be listed by county, so they are easy to find for students, parents and educators. Through our work, we have discovered that all too often, the only thing that prevents and older special education students from receiving appropriate transition services is the lack of information. This bill would go a long way to address that problem.

The bill requires that DPI, in collaboration with DHFS and DWD, create this clearinghouse on its web site, and that the DHFS and DWD web sites would also have the same information. To date, no such clearinghouse exists, despite DPI's grant to a CESA to create one. I recently reviewed all three agency web sites, and found the following:

DPI—This site directs searchers to the CESA site of the Wisconsin Statewide Transition Initiative (WSTI). While the WSTI site has some good information, it does not have information for every county in the state. Moreover, to find information for the counties for which the site has information, one needs to click on the POEMS link, which stands for Point of Entry Manual System. Despite our repeated request that this site be made more user friendly, little progress has been made in this regard. It is also important to note, that the information contained in the site is not always particularly helpful. For

example, under vocational training in Milwaukee County, the first listing is for the Army Recruitment office. What vocational training services the Army offers to people with disabilities is not explained. Finally, it is important to note that WSTI is funded by an ever decreasing amount of federal IDEA discretionary grant dollars. If this bill does not pass, DPI could discontinue WSTI, and leave the limited amount of transition information it has, without a home.

DWD—This agency's web site provides a link to the previously described WSTI site.

DHFS—The link from DPI's transition page to DHFS, takes the browser to DHFS' page which provides general information about services for people with developmental disabilities. No transition information is provided. Neither is any information for people with other disabilities (e.g., physical or learning) provided.

In addition, the establishment of this clearinghouse would mean that for the first time, Wisconsin residents and policymakers would be able to examine both the strengths and weaknesses in our current transition programs for teens and young adults with disabilities. Once this information is readily available, policymakers can more effectively consider options to address any shortcomings in the availability of transition services and programs.

This is a bill that legislators from both sides of the aisle can easily support as it will increase information without any budgetary cost. WCA and QEC urge you to approve this simple bill so that all of those working to improve the transition of children with disabilities to adulthood, can have easy access to the services which are available to assist that transition. If you have any questions about these bills, I would be glad to respond to them.



WSTI.ORG**Wisconsin Statewide Transition Initiative**[WSTI Home](#)[About WSTI](#)[Project Narrative \(PDF\)](#)[Statewide Contacts](#)[Transition Clearinghouse](#)[Statewide Clearinghouse](#)[Point of Entry Manuals](#)[\(POEMs\)](#)[Interagency Agreements](#)[Upcoming Conferences](#)[Resources - Web](#)[Resources - PDF Files](#)[Resources - Powerpoint Files](#)[WSTI Conference Files](#)

IEP Module

[Click here for free online training](#)

CESA Coordinator Login

Username Password

WSTI Statewide Clearinghouse

Individual's With Disabilities Education Act Post School Activities

"As used in this part, transition services means a coordinated set of activities for a student with a disability that is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including **post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation**"

— Individuals with Disabilities Education Act '97

What is the Wisconsin Statewide Transition Initiative Statewide Clearinghouse?

The Statewide Clearinghouse is a list of post-school activities that will assist students, parents, teachers and individuals who are designing coordinated sets of activities for student's with disabilities in the following transition post-school areas:

- [Post-Secondary Education](#)
- [Community Participation](#)
- [Vocational Training](#)
- [Employment](#)
- [Continuing & Adult Education](#)
- [Independent Living](#)
- [Adult Services Agencies](#)

Post-Secondary Education

Where can I go for help if I want to attend college, technical college, or get special training?

[Opening Doors to Post-Secondary Education \[PDF\]](#)

The Opening Doors handbook has been created to assist you, your parents, school counselors, and others on your IEP team in planning for your postsecondary experience. It includes information to help you understand your strengths and identify the support and resources you will need to be successful at the postsecondary level. This document lists all the post-secondary institutions in the state of Wisconsin.

[University of Wisconsin Independent Learning](#)

UW Learning Innovations Independent Learning is a part of the University of Wisconsin Extension. Independent Learning has offered courses since 1892. Independent Learning's university-level courses are developed and taught by faculty and instructors affiliated with UW