A Guide for Wisconsin CCoTs

Wisconsin County Communities on Transition – Statewide Activities and Events

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A Guide for CCoTs

Compiled by:

Transition Improvement Grant Staff

Thank you to all the Wisconsin CCoT's.

You make a difference!

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Forward

Over the years the County Transition Action Councils (TACs) in Wisconsin have evolved into the County Communities on Transition (CCoTs).

A County Community on Transition (CCoT) is a regional community that comes together (networks) regularly to identify issues, barriers, supports and solutions that will assist students with disabilities in meeting their postsecondary goals related to training or education, employment and independent living. The key to CCoT success is sharing the work, establishing effective communication and creating and maintaining relationships. All this leads to successful more post school outcomes for the students with disabilities in their communities.

The shared work of these collaborative groups is as unique and varied as the communities they live in.

This Guide is only a start!! It shares the wide variety of collaborative events and activities occurring across the state of Wisconsin. But, this Guide only scratches the surface and will be a work in progress. Please join us in keeping this guide up to date and as complete as possible. Contact a member of the Transition Improvement Grant Staff at https://www.witig.org/contact-us/ to share the collaborative work of your local CCoTs.

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Calendar of Social Events

Purpose:
The Calendar of Social Events is a combined effort by multiple districts in a CCoT to provide recreation and leisure activities for students in the participating districts. These events give students an opportunity to create friendships outside of their own district and develop recreation and leisure skills. The activities target 8th-12th grade students with moderate to significant disabilities.

Description:
The CCoT organizes a social event each month for students in their county. Most events occur during the school day with school providing transportation to and from the event and staff staying at the event to chaperone.

Activities:
- Tour and lunch at local points of interest
- Holiday party
- Movie
- Swimming party and lunch
- Prom
- Triathlon
- Shopping trip to a local shopping center/mall
- Attendance at a theater stage show or musical event

Planning for the Event:
CCoT members take turns in planning events. The person responsible for an event plans the event, sends out the invitations and takes care of all the coordination for the event.

Handouts:
- Flyer explaining the event
- Permission slip from each participant

Materials:
- Varies by event

County and Event Title:
Shawano/Menomonie County

Resources:
See Appendix A

Career Exploration

Purpose:
This type of event engages students in career readiness through making school-to-work connections. This also gives student a chance to gain insight into their strengths, interests, and preferences. *CCoT should consider being part of the many Academic and Career Planning activities occurring in their communities for ALL students.*

Description:
Students with disabilities from multiple school districts participate. This event is generally open to students in grades 10 – 12. Students explore career options based upon personal talents and interest through on-site or hands on experiences in their communities.

Options for Structure:

1- *Students explore possible career choices based on age appropriate assessments and PTP goals. Career tracks are incorporated into the event*

Activities:

Track 1 – Post-secondary college track for career readiness. This track involves a career field that requires a higher education degree from a technical or two to four year college.

Track 2 – Certification track for career readiness. This track involves visiting businesses that may require completion of some certification or official state level training or short course. For example, a volunteer fire fighter certification requires a high school diploma and some state level training courses such as Fire Fighter I / II.

Track 3 – Entry Level career readiness. This track involves visits to local businesses that have skilled labor positions that involve on-the-job training. No higher education degree or certification is required

2- *Based upon career interest results, students are paired (small groups) with a mentor who they shadow throughout the day to see, first-hand, how the skills and knowledge obtained in the classroom are applied to the real world. Host districts rotate on an annual basis between multiple school districts in the county.*

Planning for the Event:
CCoTs share setting up sites within their communities. Individual districts are responsible for preparing students through career assessments before the event. There is shared responsibility for supervision and transportation during the event.

Handouts and Materials:

- See specific CCoT activities in Appendix B

County and Event Title:
Lafayette-Iowa Counties **"**Career Exploration Day"
Sauk County Transition Team-- "Job Shadow Day"
This event was fashioned after National Groundhog Job Shadow Day. Students are placed individually or in small group settings. For further information:
Junior Achievement—JA Job Shadow

Resources: See Appendix B

Champion Games

Purpose:
To bring together students with disabilities along with students without disabilities to participate in an interactive physical activity experience. Research shows that physical activity and social interaction from these types of events helps to develop positive self-esteem that comes from recognizing students in positive settings.

Description:
This daylong event is open to all students in grades 4k-12. The Champion Games event is a unique opportunity for special education students and non-special education peers to come together. It is an opportunity for education professionals, and community members to collaborate and provide an interactive physical activity experience for all students. The participating school districts arrive at the designated school district. Once everyone has arrived, they participate in an opening ceremony that includes a parade of the school districts. Following the opening ceremony, the students are free to go to as many of the activities as they are able during the period allowed. A mid-morning snack and lunch are provided to each of the students, chaperones, teachers and volunteers. Champion Games wrap up after the relay event, which allows enough time for all districts to travel to their home district before the end of the school day. Each student receives a medal for participating. An emcee is needed for the event.

Activities:
- Opening ceremony
- Running events
- Wheelchair races
- Inflatable jumpers
- Relays
- Wide variety of field events
- Lunch and snack provided

Planning for the Event:
A sub-committee coordinates the planning and communication logistics for the event. Many of the above listed activities such as rental of inflatable jumpers can have significant costs. Costs not covered by school districts can be covered by community-based donations.

Materials:
- Permission form to participate
- Snack
- Lunch
- Participation medal, 1 per participant

County and Event Title:
- CESA #3 “Champion Games”
- Columbia County—Track and Field Day

Disability Services Mapping

Purpose:
Disability Services Mapping is a way for CCoTs to get information out to their communities. All versions contain information on county services available to students with disabilities. This is a resource for teachers, students, and families to use when navigating disability services as students transition from high school to adult life.

Description:
Agency names, contact information, and a summary of services offered are researched in a CCoT. The resource information is compiled in a way that makes the most sense for the CCoT and is distributed in the most effective way to teachers, students, and families.

Activities:
CCoT members gather each participating agency's contact information and a summary of services offered. Other agencies and resources are researched and contacted for inclusion in this resource book or in other ways to get the information out to the communities.

Planning for the Event:
The CCoT develops a timeline for this activity. An electronic or hard copy form is used to gather information on disability service providers and relevant contact information. The information is pulled together in a format that best suites the members of the committee.

County and Title:
Jefferson County "Roadmap of Resources"
Polk and Burnett County

Resources:
See Appendix C

Full-Day Student Conference

Purpose:
This event brings together students with disabilities in grades 9-12 from an entire county. The county CCoT coordinates the event. The objective is to have students have exposure to and gain knowledge of transition services and activities available to them at a local level.

Description:
This daylong event is open to all high school students in special education programs in a county. It is designed to give students information about making the transition into the "real world" and meet many of the transition goals in students' IEPs. The event is organized and ran as a conference for students.

Options for Structure:

A.*Students spend the morning in the community visiting various agency sites. Two tracks are made, one for students who will be living independently in the future and another for students who will require more supports to live and work in the community. Information on how to purchase a vehicle, how to open a bank account, how to apply for services through the county, what DVR can do for you, and programs available through the technical college are provided by each of the participating businesses, departments, and agencies. The day concludes with a panel discussion presented by area community members who were past graduates of the county special education programs. A fun way to wrap up the day is to g i v e out door prizes. This event can be planned once every four years so that students have the opportunity to attend once while in high school. Each district provided a bus and driver.*

<u>Activities of the Event:</u>

- Keynote speaker
- Sectionals off-site or on-site
- Lunch
- Panel of speakers
- Door prizes
- Vendors
- Demonstration of appropriate/inappropriate attire and attitudes for a variety of employment situations

B. *Create an event with just one transition based focus each year and rotate the focus every four years in a one day-long location: employment, housing, courthouse, and transportation/health care.*

<u>Activities of the Event:</u>

- Transportation and health care
- Tour car dealership, learn about new vs used cars; what to look for when buying a used car; auto insurance; auto maintenance, financing purchase
- Presentation by a police officer on what to do if pulled over

- Area health care professionals discuss: when and how to call 911; dealing with stress; calling a doctor (what to say); essential First Aid supplies; HIPA laws

Court House

- Tour of courthouse
- Attend court session-a judge speaks on process, bailiff and court reporter discuss their roles in judicial system
- Presentation by Correction Officers on the county jail and rules/policies for inmates
- Demonstration of a working drug dog
- Voting procedures

Housing

- Landlord presentation on leases and rights/responsibilities of renters and landlord
- Insurance agent presentation on renter's insurance
- Presentation on county and city housing
- Presentation by on how to choose a roommate
- Presentation on getting/keeping good credit (landlords often do credit checks)

Employment

- Presentation of Teen Workers in Wisconsin – laws, rights, responsibilities.
- Area employers panel discussion
- Presentation on dressing appropriately for the employment interview
  Demonstration of appropriate/inappropriate attire and attitudes for a variety of employment situations

C. *Employer Interviews as supplemental option*

<u>Activities of the Event:</u>

- CCoT contacts local employers to participate in "screener interviews."
- Employers agree to do 10 minute open interviews for the day
- All students fill out the same generic application for the event
- Students are scored on their interview, and if the business believes there is a fit, they let the coordinator know who should proceed with the full application process
- Each school assists students with completing the formal application and contacting the employer when a fit is found.

D. Plan a full-day conference with the exception that only students present at it. In this style conference, students plan for a keynote speaker and choose and prepare in their classroom topics around transition that they are doing well at or that they feel themselves and other students need to learn more about.

<u>Activities of the Event:</u>

- Ice breaker
- Keynote speaker
- Sessions presented by students and facilitated by educators/agencies members
- Lunch
- Afternoon sessions
- Wrap up session with all students

Planning for the Event:
CCoT members brainstorm locations that are big enough to host the event. Many facilities do not charge for room rental if food is purchased through them. Possible events dates are chosen based on each school's calendar and the availability of the hall. Each district contributes their special education staff including teachers and paraprofessionals to chaperone the event.

Handouts:

- Permission form per student
- Release to have pictures taken
- Agenda/program booklet
- Maps
- Employer Schedule for Interviews

Materials:
Ask local businesses for donations to contribute to the gift bag each student receives for participating in the event. Pens, mini flashlights, mouse pads, ice cream coupons, candy, are examples.

- Schedules
- Name tags with lunch choice coded on it; if needed
- Bus tags color coded
- Master schedule (including employer interviews)
- Gift cards for the speakers on the panel (optional)
- Technology for presenters
- Thank you cards for students to complete after interviews
- Thank you cards for the presenters
- Survey of participants following the event

County and Event Title:
Calumet County "Real World Day"
Eau Claire County "Youth Transition Conference"
La Crosse County "The Next Step: Employment and 'I'm Outta Here but Where am I Going?"
Pierce County "Real World Pierce County"
CESA #2 "Student Leadership Conference"
Waukesha TAC "Job Wanted"

Resources: See Appendix D

Job Fair

Purpose:
This half-day event brings students with disabilities and area employers together for job interviewing. Area employers can interview students for actual open positions that they have or are expecting to have in the near future or employers can run mock interviews with students or participate in a combination of both. Students are able to practice work related skills such as interviewing, handshaking, and appropriate dress during the event. Targeted group for this event: 10th -12th grade students with disabilities.

Description:
The CCoT contacts local employers to participate in the job fair. Employers agree to do 10-minute interviews for the duration of the event. All students bring along multiple copies of their resume to give to the employer at the beginning of the interview. Students rotate through multiple interviews with different employers. Each school assists their students with recording which employer they had an interview with and then assists with following up with the employer and sending thank you notes.

Activities:
- Completion of a job application
- Greeting of employer
- Multiple interviews
- Writing of thank you notes

Planning for the Event:
The CCoT develops a letter that is mailed to local employers to solicit managers and human resource staff to participate in the event. A location is selected that can accommodate all the employers that respond with enough space to allow for individual interviews. Districts provide transportation for their students to and from the event. Staff from the district chaperone the event. CCoT representatives coordinate the activities, provide the welcome for the businesses, and manage the flow of students throughout the day. A master schedule is developed, flyers sent to schools noting the requirement that students bring along multiple copies of their resume, event evaluations, and thank you notes for students to complete as needed.

Materials:
- Generic employment application
- Thank you notes
- Listing of employers for students to check off those with whom they interview

County and Title:
Manitowoc County “Job Fair”

Job Olympic Events

Purpose:
These events give students a "hands on" career exploration opportunity. Students can try out actual "jobs" or show their proficiency at certain tasks. Students also get the chance to practice work related skills such as interviewing, role modeling, and appropriate dress. Teachers can even use the event as a curriculum for teaching employment skills .The targeted group is 8th - 10th graders with moderate to significant disabilities.

Description:
Job Olympics is set up with different job related events that students can be part of. The events content, events and location vary from year to year. Students usually participate in three to four events along with other job related activities. The amount of time for each event varies. Each event has an adult who completes a prepared evaluation or feedback rubric for the student on their performance. There is usually a culminating event with recognition through medals or certificates.

Possible Activities:
See Appendix for information from specific CCoTs.

- Job interview simulation
- Bed making
- Housekeeping
- Money/time management
- Concierge with role play
- Beverage set up
- Greenhouse
- Host/Hostess
- Silverware rolling
- Laundry
- Room service
- Bussing
- Assembly construction
- Grocery bagging
- Work site role plays
- Car detailing
- Thank you notes

Planning for the Event:
CCoT members or schools share responsibility for these events, i.e. scheduling, event planning, and supervision. The CCoTs often pull from the community for the adult supervisor in events. These can range from retired teachers, business leaders, agency employees, to administrators.

County and Event Title:
Sauk County Transition Team "Job Olympics" and "Job-R-Tunities"
LEAPP in Waukesha County "Job Olympics"
Chippewa County: "Job Olympics:

Resources:
See Appendix E

Let Us Do the Talking: Agency to Teacher Transition Talks!

Purpose:
This event brings agencies and updated transition related information to all special education teachers, Directors of Special Education, and school counselors. The purpose of getting everyone together is so they all have the most accurate and up-to-date agency information to increase communication and appropriate transition services planning for students and their families.

Description:
Two, half-day, information sessions are offered to special education teachers, Directors of Special Education, and school counselors. A diverse number of local agencies are pulled together to bring their agency information to a central location to share with school transition stakeholders. Agencies each present a five-minute informational update, after which time is given for questions. Then educators have the opportunity to browse agency booths, gather materials, and ask more specific student related questions. Two, half-day sessions are offered to increase attendance and to allow school districts to retain some special education staff in their buildings while ensuring each teacher attends one session.

Activities:
- Agency presentations
- Question and answer segment
- Vendor fair

Planning for the Event:
The CCoT schedules the two dates for the event, shares that information with Directors of Special Education for administrative planning, and creates a flyer for the event. A central location needs to be established and contact needs to be made with each agency. The CCoT teacher representatives communicate the event date and details with their colleagues who will be attending. Teachers create specific questions to share with the agencies ahead of time to assist them in catering their presentation to current needs.

Handouts:
- Flyer

Materials:
- Agencies provide door prizes for participants.

County and Event Title:
Polk County Transition Talks "Let Us Do the Talking: Agency to Teacher"
Langlade County "Transition Meet and Greet"

On Campus Conferences

Purpose:
The location of this event is on a two-year college campus or technical college campus. This allows students to have a chance to get a feel for what it is like to attend an institute of higher education. Students receive information about post-secondary education options and any other information on transition related topics that organizers plan into the day. This event targets students in grades 10 and 11 with mild to moderate disabilities.

Description:
On college campus experiences are held every few years to allow students the opportunity to participate once or twice during high school. The event is held at the local two-year or technical college campus during their break, either winter or spring. The purpose of this conference is to share transition information with students as they prepare for life after high school. The conference has sessions that focus on the needs students with disabilities have as they transition to post-secondary options, including education, training, workforce and life. A highlight of this event is a tour of the campus.

Activities:
Sessions can vary from conference to conference. The students choose three to four to attend based on the master schedule for the event. Session presenters are local representatives of post-secondary institutions and other agencies that students will be part of after high school.

- Staying safe on the internet
- Post-secondary education: two and four year colleges
- Adult responsibilities and rights
- Differences between accommodation in high school and college
- Money management
- Team building
- Future career trends
- Apprenticeships

Planning for the event:
Each district splits the planning tasks from scheduling the day, to developing a student evaluation, to contacting speakers for the sessions. Lunch can be purchased on campus, catered or lunches can be brought with students from their home district. Many times the local UW or technical college campus waives the fee for use of room space.

County and Event Title:
Jefferson County "Moving Forward"
Sauk County "Tools for Success"
Waukesha County "Take Charge of Your Future"

Resources:
See Appendix F

Reality for Life Events

Purpose:
This event provides students with an opportunity to experience real life situations, money management and budgeting skills, goal-setting, and tough decision making using simulation by integrating with community and local business personnel.

Description:
By the time students come to a Reality for Life event students have chosen a career and know the expected monthly salary for their profession. Salaries are researched ahead of the event and must be an entry-level salary rather than median or veteran salary. All students are informed that they are between the ages of 22 and 25, out of school, and living independently. Some higher-level careers (i.e., doctors, lawyers, CEOs) have salaries that are capped as the intent is not to give students the impression they are making their "millions" right out of high school or college. For instance, a student who chooses "doctor" as his/her future career selects "intern physician" and makes "$45,000 rather than $125,000. Limiting salaries makes this experience more challenging and realistic for students.

Just prior to attending the Reality for Life students are randomly assigned a "life status" which identifies them as single, married or divorced, with or without children, number of children and their ages, and if divorced the amount of monthly child support either receiving or owing.

Armed with this information, students enter the Reality for Life. A high school gymnasium is appropriate and spacious to conduct the Reality for Life. The facility is populated with tables (booths) that represent a service or commodity adults have to acquire and pay for on a monthly basis. Representatives of the local business community are at the booths counseling students on their options and trying to convince students to buy their service or commodity.

Students receive their monthly paychecks, and then visit the Uncle Sam booth to pay their taxes based on their salary and their life status. With the net amount, students visit the bank, set up a checking account, and receive a checkbook to use for purchases.

There are over 30 booths representing all the items and services students must consider while living independently. They must visit each booth, but are not required to make purchases at all of them. The booths that seem to affect students most are the Bank/Uncle Sam (taxes), Fate, Child Care, and Insurance booths.

Of course, as life would have it, a few glitches are thrown in. At the Fate booth, which each student must visit twice, students may find out that their furnace has broken down or their tires need to be replaced on their car and they have to pay for those items. They may find that they received a monetary gift for their birthday and they will have that amount deposited into their checking accounts. To further complicate their lives, students randomly receive Police tickets for various infractions that must be paid for or defended at the courthouse booth.

Activities:

1. Students research the salary of their chosen career using WorkNet (www.worknet.wisconsin.gov) – see WorkNet Instructions sheet.
2. Permission slips are signed by parents and students for participation at the event and photography.
3. Pre-instruction time focuses on basic financial literacy such as writing out checks, entering debits and deposits into the checking register and balancing; credit and debit cards; and budgeting. The budgeting sheet is recommended to be used at the event and students need to have the sheet filled out ahead of time.
4. Staff should arrange for substitute teacher(s) if necessary and transportation with their administrators prior to the event.

Day of the Event:

1. Each student is given their life status sheet, a name badge that lists pertinent information regarding their Life Status (for the booth volunteers), a reality fair checklist, clipboard, pen, and calculator (discourage using personal cell phones).
2. Students must start at the Bank/Uncle Sam booth and present their life status sheet and in return receive a checkbook with a starting balance AFTER taxes have been taken out of their check.
3. Students roam from booth to booth and make either required purchases with the choices that have been given at the booth, or listen to the volunteer talk about options for purchasing if it is an optional purchase booth (i.e., vacations) or if it does not apply to the student (i.e., child care if the student's life status is childless).
4. Once a student has completed all obligations and completed the checklist, s/he must go to the Exit Interview to answer questions about their participation in the event.
5. The very last booth is the Check Out booth at which the volunteers will look over each student's checklist to make sure the student has (a) stopped at each booth; (b) listed all checks in the check register and that the checkbook is balanced; (c) less than $200 balance in the checking account (if more, they are encouraged to go back to the Investment booth and invest or to Charitable Contributions and make more donations); (d) return materials (clipboards can be reused; checklists are kept and returned to respective districts; student keep the pen, calculator, and checkbook)

Planning for the Event:

1. Depending on the number of times this event has been held will determine how much time is needed during the planning stages. Generally, about six to seven months of planning is appropriate given that five to ten people are involved.
2. List of contacts should include area business representatives whose occupations are similar to the booths (i.e., realtors cover the Housing booth; car dealers represent the Transportation booth). Community volunteers work in booths that do not have local business representatives (i.e., Exit Interview, Check Out, Fate). Volunteers are encouraged to dress in their work attire and to bring props that would spruce up their "business" (i.e., realty signs, groceries, phones). Annual events could include a "Save the Date" postcard six months out and a follow-up call two or three months prior to the event.
3. Determine the types of booths and the number of each. Some booths such as Housing,

Transportation, Bank, Uncle Sam, Part-Time Jobs may require more than one person working while some booths such as Vacations, Dining Out, and Dental Insurance may require only one volunteer to run it.

4. Contact businesses and/or community organizations for donations to fund the event. Sponsorship may be offered.
5. Inform students of the event and have them research their chosen careers, salaries, and Education requirements at least one month prior to the event so that information can be prepared and ready for them the day of the event. Permission slips will need to be sent home as well as the WorkNet guide.
6. Gather enough tables and chairs for the booths needed – long tables are recommended with two to three people assigned per table.
7. Copy necessary documents. For students participating from more than one school or grade, color coding is recommended. Reproduce necessary consumable materials for booths.
8. Arrange food for volunteers – if it is an all-day event, provide a light breakfast, lunch, and afternoon snack with beverages available throughout the day.
9. Determine how life status sheets will be designed for students. Once that has been determined, print a life status sheet for each student as well as a name badge including family and income demographics on it.
10. Arrange for publicity – newspapers, radio/TV stations.
11. Send information to volunteers. This could include a sample life status sheet, booth descriptions, specific information about their booth, information pertaining to time, date, location, and any other housekeeping items of importance.
12. Plan for the set-up of the booths and create a map – have maps available the day of the event.
13. Purchase necessary supplies.
14. Set-up the event the day prior. Have booths set up, supplies on them as necessary for each booth, and signs for each booth posted. Include a food table area.
15. Have name badges for the volunteers.
16. Arrange a brief student orientation in a separate location to welcome students and inform them of the day's events. Plan approximately two to three hours for students to go through the event from start to finish – especially if there are large numbers (i.e., 150+ individuals) participating.
17. Send thank you cards to the volunteers after the event. Include thank you cards to any donors of money and/or supplies.
18. Pay bills to vendors as necessary.

Handouts: There are numerous handouts for this event. See Appendix G

Materials: Clipboards, pens, checkbooks, calculators, spelling cheat cards (for check writing), paper – various colors, rubber stamps or marking pens (1 or 2 per volunteer to stamp students' checklists when they have visited the booths), deck of cards, dice, large calculators for booths that need to do math calculations, lists of prices for various items to be available at necessary booths, thank you cards and envelopes, postage stamps, manila envelopes, legal-sized

envelopes, table cloths, tables, and chairs, food table, charts for booths (as necessary – not all booths have informational charts), lamination of charts (optional), fate cards, nurse tickets, police tickets, stapler, dot stickers – multiple colors, name badges with lanyards (optional).

County and Event Title:
Juneau County "Reality Fair"
Taylor County "Reality Fair"
Waukesha "Game of Life"
Rock County "Reality for Life"

Resources:
See Appendix G

Ropes Course Event

Purpose:
The purpose of this event is threefold:

3- Engage students in ice breaker and basic trust building activities
4- Engage students in low ropes related activities (low ropes elements and initiatives that relate to trust, communication, self-determination and problem solving are some examples).
5- Finish the day with high ropes elements – 2-3 elements where students will leave the ground and negotiate obstacles to increase self-confidence, resiliency and follow through.

Description:
To engage students with disabilities in ropes course type events.

Options for Structure:

A. The students attending this event are all in need of a modified ropes course experience to include use of accessible ropes course events.
   a. Example: Special Rock Wall with specialized pulley system to help students up the wall/tower.
   b. Zip Line with special basket to replace wheelchair.

B. The students attending this event are all students who are either at-risk identified students or students with IEP's for EBD and can navigate a traditional ropes course without accommodations.

Activities:

- Ice Breakers
- Energizers
- Low Ropes Initiatives
- High Ropes Elements

Planning for the Event:

Step 1: find a ropes course in close proximity that will contract with your students to either come to their course OR bring their course to you. Listed on the appendix are courses in WI that are handicap accessible.
Step 2: create a permission slip and include all liability and release forms that the ropes course requires.
Step 3: arrange transportation to and from the event and begin to communicate with schools involved regarding dress code, times, lunches and other important details of the event.

Handouts:

- Copy of the challenge / ropes course rules and the fact that it is challenge by choice.
- Once students arrive, they are to sign a form stating they agree and choose to be an active participant.
- Agreements for the course are as follows (ground rules) – explain this in advance to students and stress importance of each one of these agreements.
  1- Mutual respect
  2- Right to pass on activities
  3- Attentive listening
  4- Active participant having fun

Title and County:
Columbia County "Ropes Course Event"

Resources:
See Appendix H

Scavenger Hunt

Purpose:
A community scavenger hunt brings students from various schools together to participate in a training session on using public transportation as well as familiarizing themselves with local resources.

Description:
Students from local school districts team up in a race to understand how to navigate public transportation, find a variety of local resources, and spend time in a vendor fair visiting with local agencies and disability related organizations. Students are split into teams and each given a poster board to keep track of the highlighted "hot spots" along the way. Teams gain points for locating the resources and seeking out information from local businesses. The team with the most points, wins!

Activities:
- Use the public transportation system
- Read a bus map
- Locate community resources
- Access a vendor fair

Planning for the Event:
The planning committee determines the best method for having multiple groups access public transportation in a community. The key parts of the event are the bus scavenger hunt, teaching bus etiquette and planning the vendor fair.

Handouts:
- List of locations
- Bus schedule

Materials:
- Students bring sack lunches
- door prizes were donated by community and vendors
- name tags
- scavenger hunt posters to document places for points

County and Title:
La Crosse County "Transportation Scavenger Hunt"

Resources:
See Appendix I

Other: Incorporate taking location pictures with the iPad. Contact local media (newspaper and television) for coverage.

Transition Fairs

Purpose:
This event brings together service providers and other adult service agencies to allow for a dispersing of information to interested parties on services available to adults with disabilities in a county.

Description:
Student with disabilities (IEP or 504), their parents, and other interested parties are invited to one location to find out about services available in their county and the surrounding area. Tables are set-up in an accessible location to allow for service providers, agencies, educational facilities that provide assistance to people with physical/sensory, mental, educational, or developmental disabilities to have a representative attend and have information available. Representatives answer questions from students and their families and provide brochures, business cards, handouts, etc. One way to organize the list of agency representatives is by the Transition Services areas as listed in the PTP: Post-Secondary Education, Vocational Education and Training, Employment and Integrated Employment, Adult Services, Independent Living/Post High School Adult Living/Acquisition of Daily Living Skills, Community Experience/Participation.

Options for Structure:

A. *The fair is held during the day with transportation and staff provided by the local districts. The schools arrive and depart on a rotating basis.*

B. *The fair is held after school hours and is open to students and their families with families providing transportation to and from the event.*

C. *Optional inclusion: Presentations, guest speakers, or a panel of speakers are included as part of the event. Set times for the formal presentations allow for students and families to choose when to visit the resource tables and/or to attend the formal presentations.*

Activities:

- Agency tables with representatives available to answer questions
- Evaluation of the event
- The students and families have time to circulate through the representatives
- Possible presentation on post-high school transition topic
  - Guardianship
  - Independent Living Options
  - ACT Accommodations
  - Financial planning: trusts

Planning for the Event:
The CCoT coordinates a date, time, and location for the event. Agency representatives are contacted to determine if they will have representation at the event. The CCoT covers the cost of snacks and sodas and a light lunch or dinner for the agency representatives.

County and Event Title:
Brown County "Transition Fair"
Eau Claire County "Parent Transition Resource Fair"
Manitowoc County "Transition Tree"
Oneida/Vilas/Forest County "Navigate Your Future"
Shawano County "Transition Fair for Students"
Taylor County "Transition Night"
Adams County "Transition Night"

Resources:
Let's Get to Work Resource: Ideas for Hosting a Transition Night
See Appendix J

Wellness Days

Purpose:
To expose students to a variety of life-long wellness activities and information on health that assist in creating and maintaining healthy lifestyles.

Description:
The activities for this event target students with disabilities who need adaptive activities so they may participate more fully in healthy physical activities on a regular basis. During the event, varied modified games and activities are available for participation. Nurses from school districts attending volunteer their time to do blood pressure and vision screenings throughout the day. Health professionals talk to students about healthy food choices. Each student leaves with donated items and a health care toolkit. Students without disabilities join the day as mentors, leaders and participants.

Activities:
- Volleyball
- Badminton
- Video Dance
- Wii
- Blood pressure screening
- Vision Screening

Planning for the Event:
The CCoT schedules a date, time, and location with their representative school districts. Coordination with school district nurses and other health professionals is completed for informational sessions for the event. Contact peer support groups in the school or other extracurricular clubs to join the day as mentors, leaders or participants.

Handouts:
- Permission slips
- Flyer explaining the event

Materials:
- Work with Adaptive P.E. teachers on securing video dance games and other adaptive P.E. equipment

County and Event Title:
Sauk County "Wellness Day"

Resources:
See Appendix K

What Not to Wear

Purpose:
This event gives students concrete examples of do's and don'ts when it comes to attire and behavior during the interviewing process. The target audience is students with disabilities who will soon be entering the workforce.

Description:
This event can be a standalone event or it can be incorporated into a larger event. Students with disabilities, students without disabilities, college students, community members, or a combination of people can serve as the actors.

Activities:
- Fashion show with emcee who describes what each model is wearing and the appropriateness of the model being ready for a job interview.
- Scripted interview scenes written by students with and without disabilities and portrayed by the same students to peer groups. Examples of appropriate dress and behavior are modeled in contrast to examples of inappropriate dress and behavior.

Planning for the Event:
The CCoT coordinates the date, time, and location for this event. Coordination of models, assistance with expectations and scripts, and recruitment of community members are part of the planning process. Students with and without disabilities are on teams to plan the event: scripts, music etc.

Handouts:
- Map of stage with directions for participants
- Flyer advertising the event
- Permission slip/photography release form

Materials:
- Stage
- Variety of clothing items

County and Title:
Sauk County Transition Team—What Not To Wear part of the Job-R-Tunities
Wisconsin Transition Conference-What to Wear, Not to Wear Fashion Show

Resources:
See Appendix L

Amazing Race to Employment

Purpose:
To expose students with and without disabilities to local businesses where they might seek employment, while also exposing as many businesses as possible to students who want to work.

Description:
Amazing Race is a fun and effective way to connect with employers while building student confidence and communication skills. It is best practice to have students with and without disabilities on the teams. Also include transition partners such as DVR counselors and agencies.
.

Activities:
Students break into small groups of 3-4 with an adult chaperone. Then they go into the community and compete to see who can approach the most employers and gather the most business cards and job applications. The teams also ask questions at each business. They return at a set time and meet to tally scores, give awards and share information

Planning for the Event:
Before the Amazing Race:

- *Seek parental permission for all of the students*
- Develop a set of 3-5 possible question cards for students to use with the employer:
  What are 3 skills a good employee should have?
  What is something we wouldn't know about your business?
  How does your business advertise job openings?
  What kinds of positions do you typically hire for?
  How does one apply for a job here?
- Contact local TV stations for coverage of the event.

Materials:
Clipboards with a checklist of different businesses for each student group, writing utensils, school brochures about student employment (with contact information for the Transition Coordinator), nametags, iPads for pictures/video, envelopes for business cards and applications, transportation.

Handouts:
Let's Get to Work ---This One Pager gives details on specifics
http://www.letsgettoworkwi.org/wp-content/uploads/2015/01/Amazing-Race-Summary-FINAL.pdf

County and Title:
Rusk County "Amazing Race"

Resources:
See Appendix M (Rusk County Schedule and imovie)

Community Conversation Around Employment

Purpose:
Community Conversations are a highly effective way to bring people together to talk about community issues. This has been used throughout the state to create awareness as well as to discuss strategies and resources that can help youth with disabilities get jobs in their communities.

Description:
Community Conversations are events or gatherings to talk about ways to improve a local problem. They are held at a welcoming place in the community. They typically last about 2 hours. Two or three questions are provided by the organizers. People discuss the questions in small groups to share their experiences and ideas about the issue at hand. Food is usually included.

Activities:
At the end of the Community Conversation there is a share out of the small groups' answers to the provided questions. These are recorded and sent out to everyone who is attending. Some sort of follow up is planned for.

Planning for the Event:
Sample timeline for organizing a community conversation:

- 3-4 months before: Organize your planning team if you would like support
- 2 months before: Find your venue and choose the date and time of your event; decide on
- food, decide on decorating, choose questions
- 6 weeks before: Invite participants through personal invitations and by distributing flyers, posters, news releases-invitations, and social media announcements
- 2-4 weeks before: Gather all needed materials such as decorations, placemats, markers, pens, nametags, etc.
- 1 week before: Visit the venue for final check. Make sure any technology you plan to use functions and the planned layout will work in the space
- 1-7 days after: Follow up with participants through email, thanking them for attending, and sharing information gathered during the harvest and from table host notes
- 2 weeks after: Follow up with any participant who offered to assist with a specific idea or initiative

Handouts:
Launching Inclusive Efforts through Community Conversations
Let's Get to Work: What is a Community Conversation
Let's Get to Work: Community Conversation Planning Guide

County and Title:
Wood County
Lincoln County (Tomahawk and Merrill)

Resources:
See Appendix N (fliers from Lincoln county and host sheets)

Recreation, Environmental Education Day (REED)

-

Purpose: To provide a transition activity that includes a recreation side of life as well as the educational/training pieces to help prepare for those activities. Open to all students with disabilities and Mentor students from schools, best benefit is for students with Intellectual Disabilities and/or social emotional/behavioral disorders who may not be exposed to outdoor recreation.

Description: Students will be in small groups of 5-10 depending on numbers from all schools in the CCOT. Schools will meet at the Governor Dodge State Park. Students will rotate through the activities to learn about each and socialize with students from other schools. Chaperones will be divided into groups as well. Each activity will have a 'lead' person who will stay with that activity for the day.

Activities: Hiking, Fishing, yard games, picnic, community connection (fire department brings large equipment for students to see)

Planning for the Event: CCOT meets to divide tasks and assign materials. Apply for $100 grant for supplies/materials from TIG

Handouts: Only handouts are for the chaperones, giving the rotation schedule.

Materials: Fishing supplies, picnic foods, bug spray, sun screen, water, yard games, frisbees, back packs, water bottles. See planning sheet above for additional supplies.

County and Title: I
Iowa and Lafayette Counties : Recreation and Environmental Education Day (REED)

Resources:
See planning sheet:
https://docs.google.com/document/d/1678cPR6Wbb7wVbgyJSN7HF4UcxMRt3fMyTyrwUGCdy4/edit

APPENDIX A –

APPENDIX A – Calendar of Events

Wild Rose Fish Hatchery Education Center
N5871 State Road 22, Wild Rose WI 54984
Website: http://dnr.wi.gov/topic/fishing/hatcheries/wildrose.html
Online Brochure: http://dnr.wi.gov/topic/fishing/documents/hatcheries/WildRoseBrochure2013.pdf
Invited: Shawano/Menominee Counties Schools
Target group: Middle and High School CD/Autistic/Significant Needs students
Date: Thursday, October 17 (no rain date)
Tour starts at 10:00, lunch served starting at 11:30
Lunch included!!

Organized by: Bowler School District
RSVP to by October 9 with number of students and adults attending from your district as well as how many people will be eating lunch with the group (feel free to bring your own lunches, especially if the menu doesn't meet a student's food requirements).

Menu: Hotdogs/buns, bag of chips, bananas/grapes, dessert

Cost: NONE—the CCoT funds will be used to cover the minimal food costs.

On the day before the event Tim will email all that will attend with a weather report and whether or not the event will be held or cancelled.

All areas are wheelchair accessible (possibly gravel, but accessible).

Please bring disposable gloves as the students will be allowed to feed the fish and gloves are required.

RSVP BY OCTOBER 9th with number of people attending (students AND adults) and indicate number of people eating the lunch provided

Swim - Fun Event

It's swimming time again at the

Darwin E. Smith Aquatic Community Center

Wittenberg-Birnamwood High School

When: Tuesday, February 12,

Time: 9:00 – 11:00 a.m. pool open

Cost: $3.00 per person swimming in the pool

Lunch: 10:30 a.m. - 12:00 p.m.

(Provided by WBHS Special Education Department)

Sub style sandwich fixings: buns, cheeses, lettuce, meats, dressings
Snacks: variety of chips
Relishes: pickles, olives
Fruit: bananas or oranges, grapes
Desert: cookies or bars
Drinks: water, juices, coffee
Plates/cups/silverware will also be provided.

Please RSVP with number attending & number swimming by January 30th, 2013.

School District: _____
Number swimming: _____
Number attending (include adults who will join us for lunch): _____
***Send payment to/ or pay day of to: Darwin E. Smith Aquatic Community Center,**
400 W Grand Ave., Wittenberg, WI 54499

APPENDIX B – Career Exploration

Door Kewaunee

BUSINESS & EDUCATION PARTNERSHIP

Itinerary for Business Tours
Kewaunee County TAC
Thursday, October 10, 2013

7:30-9:00 AM	**D & S Machine Service, Inc.** Russ Nowak (920) 845-5425 412 Fourth Street, Luxemburg russn@dsmachine.com
9:15-10:15 AM	**Lemens Hardware**, Dennis (920) 845-2122 737 Main Street, PO Box 126, Luxemburg lemenshdw@gmail.com
10:30-11:30 AM	**Jorns Chevrolet of Kewaunee**, Pete Beane (920) 449-4742 1613 Center Street, Kewaunee, WI 54216 pbeane@jorns.com
11:30 AM-12:25 PM	Lunch: Choice
12:30-1:15 PM	**Kewaunee County Library**, Pam Roets (920) 388-5015 822 Juneau Street, Kewaunee proets@mail.nfls.lib.wi.us
1:30-2:30 PM	**Bay Road Place**, Marilyn, (920) 487-5500 500 Bay Road, Algoma; fax: (920) 487-5500
2:45-3:45 PM	**Bearcats Fish Market**, Billy Smith (920) 487-2372 295 4th Street, Algoma bearcatsfish@gmail.com

What to Wear: Close-toed shoes (no exposed toes, heel or high heel of any type) Pants (no shorts or skirts).

185 E. WALNUT STREET • STURGEON BAY, WISCONSIN 54235 920-743-3113 EXT. 205 • FAX 920-743-3811 VISIT

Sauk County Transitions Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells

Job Shadow Day

March 1

AGENDA

8:00 AM	Leave Home schools – Go over rules of conduct and behavior (no hats, cell phones turned off)
8:45 AM	Arrive at the River Arts Center
8:45 AM	Introduction and split into groups
9:00 AM	Load busses and depart for job sites
9:15 AM	Arrive at job sites and go with group
9:15 AM	Introduction to business contacts/ Review of job expectations/ Tour
10:15 AM	Load busses to continue to new job site **OR** Continue with current shadow
11:15 AM	Load busses to travel back to River Arts Center
11:30 AM	Assemble in River Arts Gallery
11:40 – 12:10	Wrap – up and fill out survey
12:10 - 12:40	Lunch
12:40	Load Busses

JOB SHADOW DAY CAREER CLUSTER SELECTION WORKSHEET

Name: **Grade**:

Career Cluster Selection

On Job Shadow Day in February, every student will be assigned to specific groups at a job site. To make your experience more meaningful, please rate your top **THREE** choices in the areas listed below.

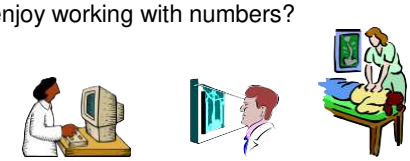
Instructions: Place the number of your choice next to the appropriate career grouping below. Examples of career clusters are provided on the back of this sheet.

1= First Choice 2=Second Choice 3=Third Choice

_____**Natural Resources, Environment and Agriculture**
Do you like the environment? Do you like plants and animals? Are you interested in learning about land, water, soil and weather? Do you like to observe, learn and solve problems? Do you like to work outside?

_____**Arts and Communication**
Do you like to communicate ideas? Do you like to share information? Are you creative, imaginative and innovative? Do you like to express yourself in writing or with audio, visual or graphic media arts? Do you like to perform? Do you enjoy designing things?

_____**Business and Marketing**
Are you organized, accurate and self-motivated? Are you a leader? Do you enjoy being in charge of planning events and organizing people? Do you like computers and business machines? Do you like creating reports? Do you like marketing or selling things? Do you enjoy working with numbers?



_____**Health and Medicine**
Do you like to work with people? Are you interested in helping the sick or disabled? Are you interested in promoting wellness and healthy choices? Do you like to learn about and use new technology in the medical field? Can you stay calm in an emergency?

_____**Human Services**
Are you able to get along with a diverse group of people? Do you like serving the public? Do you have leadership ability? Are you patient and polite, yet able to make decisions?

_____**Technology, Engineering and Science**
Do you enjoy math, technology or science? Do you have the ability to be accurate, and solve problems? Do you like designing things or drawing detailed plans? Do you like using machines and heavy equipment? Are you good with your hands and enjoy working with tools?

Kennedy2006

Job Shadow Day Survey

Name: Grade:

1. School you attend: (Check one ☐)

   ⑥ Baraboo ⑥ Reedsburg ⑥ Sauk Prairie ⑥ Wisconsin Dells

2. Business/Organization you shadowed today: (Circle one)

Cedarberry Inn Cloud 9/Alure Universal Die & Stamping Kayser/Harley Police Department
SP Small Animal Hospital Lodi Vet Clinic Sauk Prairie Collision SPSD Technology Department
St Al's EC/Elementary Wick Homes Sauk Prairie Nursery Center Sauk Prairie Memorial Hospital
MidState/Fuchs Community Center Fire Department

3. How helpful was the person giving the Job Shadow Tour?
   (Check one ☐)

   ⑥ Very Helpful ⑥ Somewhat Helpful ⑥ Not Helpful

4. Would you recommend this business as a future Job Shadow site? (Check one ☐)

   ⑥ Yes ⑥ No

5. What was worthwhile about this opportunity?

6. What suggestions do you have for improving this experience?

Thanks for attending **JOB SHADOW DAY** in Sauk Prairie!!

Sauk County Transition Team

A joint project among Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells School Districts

January 9,

Dells Animal Hospital
Attn: Dr. Anita Bartol
4135 State Hwy 13
Wisconsin Dells, WI 53965

RE: Job Shadow Day

Dear Dr. Bartol:

Thank you for participating in the Third Annual Groundhog Day Job Shadow. We appreciate Wisconsin Dells businesses offering the opportunity for local students to explore careers in your field. The following Wisconsin Dells businesses/organizations are the target areas for this year's Job Shadow Day: Wisconsin Dells Police Department, Dells Animal Hospital, WDLS Radio Station, Thompson's Flowers, Wisconsin Dells Fire Department, Kalahari Resort & Convention Center, Great Wolf Lodge Resort, Wilderness Hotel & Golf Resort, Architectural Design Consultants Inc., Stanford Body Shop, and Goodyear/Gemini Tire & Automotive Service Center. Each year we plan to target various businesses in the area for students to tour based on student interests.

The day set for this event is **Thursday, February 2, (Snow Date - Friday, February 3rd)**. We plan to arrive at your place of business between 9:00-9:15 AM. We would like to start with a brief overview of what your business is looking for in employees (i.e. during interviews and on applications, education requirements, etc.). If possible, we would like to tour/speak with 4-5 different people in various positions. The students will be at the job site from 9:15 AM until 10:30 AM, so we would like each area's presentation/demonstration to last for approximately 15 minutes total, which would include time for student questions. You will have a total of about 10 students at your job site and then we may be breaking them up into smaller groups to facilitate the effectiveness of the presentation.

If you have a list of jobs available at your place of business or any other materials you would like to share with the students, please feel free to share this information.

Thank you again for you time and assistance in educating area students.

If you have any questions or concerns, please contact LaNae Jabas at 355-3942 or Sharon Shafer at 524-2174.

Sincerely,

Sauk County Transition Team

Sharon Shafer	*LaNae Jabas*	*Barb Bieri*	*Liz Kennedy*
Reedsburg	*Kathy Tuttle*	*Wisconsin Dells*	*Sauk Prairie*
	Baraboo		

Sauk County Transition Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells

January 4,

Dear Parents/Guardians:

As our students progress through high school, we help them explore their interests and provide them opportunities for "hands-on" experiences. In an effort to engage our students in the world of work, the students have the opportunity to attend **Job Shadow Day** on Thursday, February 1, (snow day Friday, February 2). **Job Shadow Day** is being offered as a combined experience with the districts of Baraboo, Reedsburg and Wisconsin Dells. The students were given a survey in November, which identified their career interests. Based upon the results of these surveys, specific job sites were contacted and visits were coordinated with employers. This year, **Job Shadow Day** will be hosted by the Sauk Prairie School District.

On Thursday, February 1st, students will be leaving WDHS at 8:05am (from the band doors to take the bus to Sauk City) to meet at the River Arts Gallery at 8:45 am where we will meet up with the other students. They will be divided into groups and be taken to the businesses to "shadow" an employee and hear about what qualities and education requirements there may be for specific jobs. Our trip will take most of the day with lunch included. There is NO cost to the trip and we should be back to WDHS by 2pm.

Please sign the permission form below and in the event we would have to reach you, please include TWO emergency contact phone numbers. **THE PERMISSION FORM MUST BE RETURNED NO LATER THAN FRIDAY, JANUARY 12TH.** Students are reminded that no headphones or cell phones may be taken with them, and no hats may be worn inside the businesses. Student will be walking outside, so they need to dress accordingly. If you have any questions, please contact me at 253-1461 ext.1018.

Barbara Bieri
Transition Coordinator

Sauk County Transition Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells

RETURN PERMISSION FORM BELOW TO MS. BIERI at the WDHS Guidance Office

---

_____ has my permission to attend the **JOB SHADOW DAY** trip on Thursday, February 1,

Please list any special medical concerns:

_____

_____

TWO Emergency Phone numbers: _____ or _____

_____ _____

Parent signature Student signature*

*Student signature indicates their willingness to abide by all rules and expectations of chaperones and the Sauk Prairie School District.

RETURN NO LATER THAN FRIDAY, JANUARY 12,

Job Shadow Day

January 18

Dear Ms.Crimin,

Thank you for participating in the Fourth Annual Groundhog Day Job Shadow. Each year we participate in a **Job Shadow Day** with high schools from the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells. Our **Job Shadow Day** last year was held in Wisconsin Dells, but this year's will be hosted by the Sauk Prairie School District. This is an invaluable opportunity for our students to see our area's employment resources and to learn about their career interests from the experts.

This year's **Job Shadow Day** will be held on Thursday, February 1, (snow day February 2). The event kicks off from the River Arts Gallery in Sauk City and runs from about 8:30am to 11:30am. Once the students complete the job shadows, they will return to the River Arts Gallery for lunch. During this time, students will have the opportunity to meet with you and other agency representatives during informational sessions. The goal is to inform students of the services that you provide to assist them in reaching their academic or career goals after high school.

Please arrive between 11:15-11:30am at the River Arts Gallery to set up. Please plan on having handouts for about 80 students. You are invited to join us for lunch at 11:40am, followed by your informational sessions. Please contact Liz Kennedy if will be joining us for lunch. The afternoon agenda is being finalized at this moment, but presentations will begin by 12:15 and continue until 1:45 when the students will fill out surveys and will prepare to leave. If you have any questions, please feel free to email Liz Kennedy at: kenneel@staff.saukpr.k12.wi.us or you may reach her at 643-5601.

Thank you again for your time and assistance in educating our students.

Sincerely,
The Sauk County Transition Team

Liz Kennedy	*LaNae Jabas*	*Sharon Schafer*	*Barbara Bieri*
Sauk Prairie	Baraboo	Reedsburg	Wisconsin Dells
643-5601	355-3942	524-2174	253-1461 x1018

Job Shadow Day **(Submitted by Sauk/Columbia Transition Team)**

Audience: 10th - 12th Grade

Time: 8:00 AM - 12:45 PM

Purpose of Event: Engage students through making a school-to-work connection: How the skills they are learning at school apply to the world of work.

Description of the Event: Through this free event, Students are given the opportunity to explore career options based upon personal talents and interest through a one-day mentoring experience in a "hands-on" learning environment. Based upon career interest results, students are then paired (small groups) with a mentor who they will shadow throughout the day to see, first-hand, how the skills and knowledge obtained in the classroom can be applied to the real world. It also gives students exposure to a vast array of future career opportunities. Host districts were rotated on an annual basis between 4 school districts.

Activities of the Event: *Prior to* Job Shadow Day, students (at each district) complete the WISCareers online career interest inventory and their top three career cluster areas are identified. Students, for some districts, then choose one of the three career cluster areas to focus on for completing the career research project. The host school district collects the surveys and creates a list of local businesses/organizations. Once the businesses have been contacted and agree to participate a master list is created. Students are placed at a site that correlates with one of their top three career cluster areas. In addition, supervisors and busses are assigned to each site. Each district is responsible for bringing 3 chaperones/supervisors, 25 students (Max.) and a bus that can be used throughout the day. Typically, busses from each district (4) are assigned to transport groups of students to 3 different sites (Businesses/organizations).
On event day, all districts meet at the host districts high school to go over rules/regulations, agenda, bus schedule, and to disseminate supervisor emergency/site packet information. Supervisors then gather the students that are on their list (roll call) and as a group go to their assigned bus. NOTE: This is the quickest and most accurate way to ensure students get on the right bus and are all accounted for). All busses remain at their last drop off site. While on site students should ask questions pertaining to the job and then fill out their log form. When the job shadow is over the students get back on the bus. The bus then goes back to pick up students from the other 2 sites and returns to the host district site for wrap-up. Students fill out an event survey and at this point you can either provide a lunch or each district can make their own lunch arrangements. Have each site supervisor turn in their emergency packets to the host district coordinator who should then shred the confidential information.
After the event: Within the week following the event students write and mail out a thank you letter along with completing their Career Research Project.

Planning Materials needed for the Event:

- Master Planning Form
- Student Emergency Forms
- Supervisor Emergency Phone Number List
- Cell Phone (Each Site Supervisor)

- Bus Forms
- Business Information Sheet
- Parent Information/Permission Slip/Media Form
- Map of the Area
- Pre-Stamped Envelopes
- Bus from each District
- Supervisor to cover each group at each site.
- Supervisor Emergency Packet

Handouts Needed for Event:

A. Student Information Packet

- Agenda / Steps
- Professional Appearance & Conduct
- Career Search Project Description
- Event Grading Sheet
- WISCareers Interest Inventory (Computer)
- WISCareers Worksheet - Career Questions? (Part 1)
- Job Shadow Day Observation Log Form (Part II-A)
- Job Shadow Day Follow-Up Form (Part II-B)
- Sample Thank You Letter
- Evaluation Form

B. Supervisor/Chaperon Handouts:

- Agenda
- Staff Emergency Contacts/Bus Schedule
- Student Emergency Forms
- Attendance

Other:

- Free Event
- This event was fashioned after National Groundhog Job Shadow Day. Students can be placed individually or in a small group setting. For further information:
    - Junior Achievement Job Shadow

APPENDIX C – Disability Services Mapping

Information and Assistance:
Aging and Disability Resource Center (ADRC): 920-647-8734 or 1-866-740-2372

The ADRC can assist families in learning about options when turning 18.
At age 17 1/2 the ADRC staff will assess eligibility and provide information on long term supports for young adults/adults and make appropriate referrals to programs or service agencies.

Information and Assistance:
Southeast Regional Center for Children and Youth with Special Health Care Needs (CYSHCN): 1-800-234-5437

The Regional Center is a place to call with questions about a wide range of topics including transition, employment, housing options, community supports and connections to other youth or parents. They can answer questions and help you with pre-transition planning before turning 18.

Public Health Department:
920-674-7275

Public Health Nurses can be a partner in providing access to local service coordination and long term care program supports. Public Health services may include the Personal Care Program, home visiting, physicals or exams, and immunizations clinics (including flu shot & pneumonia shots).

Special Education:
Contact Your Local School District

Transition planning begins at age 14. The IEP (Individual Education Program) team helps students identify goals for work, education and independent living after high school, as well as the people and activities that will help meet these goals. Person centered planning is a way to identify and youth's individual goals and to help youth, families and professionals craft plans that will support youth as they strive to achieve their dreams.

Education after High School:
Contact the ADRC or CYSHCN Regional Center

Postsecondary education includes many kinds of education and training programs, including: technical college degree and certification programs, apprenticeships, two and four-year colleges, private trade school, non-degree programs and on-the-job training. Contact universities, colleges or technical colleges directly.

Health Care Coverage/Benefits Counselors:
Contact the ADRC or CYSHCN Regional Center

Medicaid and private insurance can help pay for needed medical care and services, (including therapies, medication, equipment.) Medicaid programs include BadgerCare Plus, Katie Beckett/CompassWisconsin Threshold (until age 19), SSI, SSDI, HIRSP, MAPP and Waivers. It is important to understand options, eligibility and what is covered.

Guardianship & Legal Decision-Making at age 18:
Contact the ADRC or CYSHCN Regional Center

When youth with disabilities turn 18 they have all the legal rights and responsibilities of adults. They can vote, get married, make a contract, give or refuse consent for medical treatment and make decisions independently. There are legal options for decision making which include: **guardianship, powers of attorney** and others.

Supplemental Security Income (SSI):
1-800- 772-1213

SSI provides Medicaid as well as a monthly financial benefit to children and adults with a disability who meet income and assets eligibility guidelines. At age 18, parent income & assets are no longer considered. An application can be made to SSI in the month a youth turns 18.

Support at Home and in the Community:
Family Care/IRIS/Partnership: Contact the ADRC

Wisconsin offers an array of community-based long-term support for youth and adults with disabilities. These supports are designed to help individuals meet their goals for work, independent living and community participation. Eligibility is based on income and the impact of disability on a person's ability to function in his/her daily life.

Recreation/Social Opportunities: Special Olympics of Wisconsin: 1-800-552-1324

Recreation can play an important role in a youth's or young adult's life. A variety of organizations provide recreational activities in your community; some with a disability focus.

Employment:
Division of Vocational Rehabilitation (DVR) – 1-800-422-7138

Employment includes many kinds of choices from workshops, part time jobs to full-time careers, with or without support of outside agencies. The Division of Vocational Rehabilitation is a federal program which helps those with disabilities obtain gainful employment.

Behavioral/ Mental Health Support:
Contact ADRC for referral

Community Support (CSP) and Comprehensive Community Services (CCS) Programs provide treatment and supportive services to persons with mental health and substance abuse service needs who are living in the community.

Transportation: 920-674-8104 or ADRC

Transportation can be accessed through your county's transportation system for non-emergency medical transport. Depending on the type of transportation provided there may or may not be a cost to you.

CompassWisconsin: Threshold 608-263-7861

Threshold is the doorway to apply for children's long-term support services (CLTS). Families may apply for one or several CLTS program for their child through Threshold with a single application. CLTS Programs include: Children's Long-Term Support Medicaid Waiver, Autism Treatment Services, Community Options Program, Family Support Program and Katie Beckett Program.

Resource Roadmap for Jefferson County is supported by the Southern Regional Center for CYSHCN & Jefferson Co. Transition Network. Concept originally developed by the FOR U staff at the Chippewa County Health Department.

For additional copies contact the Aging and Disability Resource Center 1-866-740-2372 or download the document at www.jeffersoncountywi.gov

APPENDIX D – Full Day Student Conference

Next Step Conference—La Crosse County Transition Advisory Council

April 2nd,
Dear Parents and/or Guardians,
Transition, preparing for life after high school, is important to the future of our students! The La Crosse County Transition Advisory Council has planned an educational day regarding employment for students with disabilities at the Lunda Center at Western Technical College.

We will be leaving the high school at 7:45 am on Tuesday, April 30th and return before the end of the school day. Any student looking for a job should attend this event. We will need the permission slip back by **APRIL 10th, 2013.** Spaces are **LIMITED** so return ASAP! If you have any questions, please contact one of us at (608) 526.3372.
Thank You!
Brenda Swoboda, Sam Harter, and Jordan Wood
****

_____has my permission to attend the Next Steps for Employment Event on April 30th, 2013 at Western Technical College. Please note if your child has any medical and/or dietary concerns that we should know about.
Emergency contact: _____ Phone: _____

Photos of my child participating in our activities can be included in news articles or future related activities.
_____Yes _____No

Students will have the opportunity to participate in at least one interview with a local employer. I understand that the nature of this event, being for students with disabilities, will lead itself towards disability disclosure to the employers. However, disability related questions will not be asked by the employers. These are 15 minute screener interviews. If the employer would like to see more, each school will be notified and the students will start the application process to that particular business. Please rank (1 = first choice, 2 = second, etc) for **BOTH** interview and breakout sessions listed below so we can secure spots for you.

Interviews:	**Breakout Sessions:**
_____ McDonald's	_____ Interview Skills
_____ Festival	_____ Job Search 101
_____ Kwik Trip	_____ What to do with that paycheck?
_____ Goodwill	_____ Employment and Disability Disclosure
_____ Subway (West Salem)	_____ Dress for Success!
_____ Stoney Creek Inn	_____Employer Panel – KEEP that job!
_____ Coca Cola (mock interview only)	_____Second Chance at Work as Offender

_____ Candlewood Suites _____Western Tour
_____ Features (West Salem)

LUNCH = $3 (Assistance is available for those who need it)
PROFESSIONAL DRESS REQUIRED!!!! NO JEANS! If you need assistance, ask to look in our Careers Closet.

_____ Date:_____
(Parent Signature)

La Crosse County Transition Advisory Council
lacrossecountytac@gmail.com

May 10

Dear_____:

Thank you for your participation in and your generous support of The Next Step: Employment event held on April 30th, 2013 at Western Technical College's Lunda Center. The event was a great success in helping students with disabilities make important connections to employment resources in our community. Your generous support helped us reached 90 students in La Crosse County. Students were able to gain valuable information from speakers, employers, and vendors throughout the day. Here is a snapshot of the successful day from the students' perspective:

"Everything was well organized. I really appreciate the opportunity to have an interview with someone because all I've done is fill out applications. Getting the chance to do so really builds my confidence!"

"Probably one of the best field trips during high school. I enjoyed learning so much and thankful for the chance to visit."

Feedback from the participants was excellent and provided us insight on how to enhance the event next year. If you have any comments you would like to provide us to improve the conference for next year or questions, please send an email to lacrossecountytac@gmail.com.

Sincerely,

La Crosse County Transition Advisory Council (TAC):

West Salem High School
Aging and Disability Resource Center (ADRC) of Western Wisconsin
Riverfront
Holmen High School
CESA #4
Local Parents
La Crosse County Children with Special Needs Unit
Western Technical College
Division of Vocational Rehabilitation (DVR)
Onalaska High School
Independent Living Resources (ILR)
Western Wisconsin Cares (WWC)
School District of La Crosse
Social Security Administration
Bangor High School
Catholic Charities
Office for Deaf and Hard of Hearing

INTERVIEW SCHEDULE
Kwik Trip– ROOM - LOGISTIC HEALTH

Time	Employer 3 Kwik Trip-Steve SWrobel@kwiktrip.com
9:40 - 9:55	Tori W - OHS
9:55 - 10:10	Brandon - HHS
10:10 - 10:25	Chynna Z-WSHS
10:25 - 10:40	Isaiah - OHS
10:40 - 10:55	Sadie C - HHS
Lunch	Lunch
11:40 - 11:55	Saphra B-WSHS
11:55 - 12:10	Alex T-WSHS
12:10 - 12:25	Brilahn F - OHS
12:25 - 12:40	Nehemiah S - OHS
12:40 - 12:55	AidanZ-WSHS

SUBWAY– ROOM – LOGISTIC HEALTH

Time	Employer 4 -Subway (Eric) ejiliff@yahoo.com
9:40 - 9:55	Kevin - Lax Logan
9:55 - 10:10	Josie K.-WSHS
10:10 - 10:25	Kelsey-WSHS
10:25 - 10:40	Corey - Lax Logan
10:40 - 10:55	Quinton - Lax Logan
Lunch	Lunch
11:40 - 11:55	EMPLOYEE PANEL
11:55 - 12:10	EMPLOYEE PANEL
12:10 - 12:25	EMPLOYEE PANEL
12:25 - 12:40	EMPLOYEE PANEL
12:40 - 12:55	EMPLOYEE PANEL

INTERVIEW SCHEDULE

STONEY CREEK INN– ROOM - LOGISTIC HEALTH

Time	Employer 5 Stoney Creek Inn (Kelsey) khinchcliffe@staysci.com
9:40 - 9:55	Andrea C - HHS
9:55 - 10:10	Brady B - OHS
10:10 - 10:25	Mckenzi F - OHS
10:25 - 10:40	Brandon B - OHS
10:40 - 10:55	Taylor A - HHS
Lunch	Lunch
11:40 - 11:55	Dina B - HHS
11:55 - 12:10	Sara C - HHS
12:10 - 12:25	Noah B - HHS
12:25 - 12:40	Stephan A - OHS
12:40 - 12:55	Courtney M - HHS

INTERVIEW SCHEDULE
COCA COLA– ROOM - LOGISTIC HEALTH

Time	Employer 6 Coca Cola Kurt Ganzemiller Mock Interviews ONLY kganzemiller@coca-cola.com
9:40 - 9:55	Justice H - OHS
9:55 - 10:10	Kaleb - Lax Logan
10:10 - 10:25	Thue - Lax Logan
10:25 - 10:40	Spencer M - HHS
10:40 - 10:55	Chris F-BHS
Lunch	Lunch
11:40 - 11:55	Employer Panel
11:55 - 12:10	Employer Panel
12:10 - 12:25	Employer Panel
12:25 - 12:40	Employer Panel
12:40 - 12:55	Employer Panel

INTERVIEW SCHEDULE
CANDLEWOOD INN & SUITES– ROOM – LOGISTIC HEALTH

Time	Employer 7 Candlewood Inn & Suites mhughes@kinseth.com skot@kinseth.com
9:40 - 9:55	Jessica P - HHS
9:55 - 10:10	Maria A - OHS
10:10 - 10:25	Nick C - OHS

10:25 - 10:40	Jake - Lax Logan
10:40 - 10:55	Lange - Lax Logan
Lunch	Lunch
11:40 - 11:55	Ahna G - OHS
11:55 - 12:10	Andrea C - HHS
12:10 - 12:25	Kaitlin M - OHS
12:25 - 12:40	Taylor A - HHS
12:40 - 12:55	Josie K.-WSHS

INTERVIEW SCHEDULE

FESTIVAL– ROOM - FESTIVAL ROOM

Time	Employer 10 Festival Dani dstuhr@skogensfest.com	Employer 9 Ryan rkjome@skogensfest.com
9:40 - 9:55	Ashley J - HHS	Ian R - HHS
9:55 - 10:10	Desha A - HHS	David J-WSHS
10:10 - 10:25	Aaron N - HHS	Kennedy C - HHS
10:25 - 10:40	Misty M - HHS	Haley D - HHS
10:40 - 10:55	Caleb B - HHS	Hunter S-BHS
Lunch	Lunch	Lunch
11:40 - 11:55	Jordan S - HHS	Trevor A-BHS
11:55 - 12:10	Wyatt H - HHS	Andrew G-BHS

12:10 - 12:25	Brandon - Lax Logan	Gabrielle - Lax Central
12:25 - 12:40	Joey - Lax Central	Zach - Lax Central
12:40 - 12:55	Kenny M-WSHS	James O-WSHS

INTERVIEW SCHEDULE

GOODWILL– ROOM – WALZCRAFT

Time	Employer 11 Goodwill kblake_gw@gwicc.org
9:40 - 9:55	Stella S - HHS
9:55 - 10:10	Kiana R -OHS
10:10 - 10:25	Trista G-OHS
10:25 - 10:40	Chantou V - HHS
10:40 - 10:55	Katie J - HHS
Lunch	Lunch
11:40 - 11:55	Joe N - OHS
11:55 - 12:10	Elizabeth W - HHS
12:10 - 12:25	Caitlin D - OHS
12:25 - 12:40	Brett - Lax Central
12:40 - 12:55	Megan - Lax Logan

The Next Step Conference: Employment

Professional Dress REQUIRED!!!!

Are you prepared for your first job?

The La Crosse County Transition Advisory Council would like to assist you in preparing for employment. Please join us for an interactive day of learning and fun at the Lunda Center. You will have the opportunity to participate in a job interview with local businesses, fill out job applications, and learn important skills needed for that first job!

Tuesday, April 30th

Western Technical College
Lunda Center

319 7th Street North
La Crosse, WI 54601

8:30 – 9 am	**Registration and create schedule for the day**
9 – 9:30 am	**Keynote Speaker – Judy Berg from Courtesy Corporation**
9:40 – 10:10 am	**Breakout Session or Tour or * Interview/Vendor Fair**
10:20 – 10:50 am	**Breakout Session or Tour or * Interview/Vendor Fair**
11:00 – 11:30 am	**Lunch**
11:40 – 12:10 pm	**Breakout Session or Tour or * Interview/Vendor Fair**
12:20 – 12:50 pm	**Breakout Session or Tour or * Interview/Vendor Fair**
1:00 – 1:30 pm	**Wrap Up/Door Prizes/Evaluation**

* Specific student schedules will be created at each school
* See reverse side for session information
* Student Interviews: students will all fill out the same screener application available at the schools. If the business they interview with is interested, they will need to move to the application process for that business.

Lunch is $3.00

Funding provided by: School Districts of Holmen, Onalaska, West Salem, La Crosse, and Bangor and the Aging and Disability Resource Center

	Interviews/Vendor Fair	Tours (meet in lobby) Kristina	Breakout Session Gundersen Lutheran Room Facilitator: Mike	Breakout Session Kwik Trip/Keynote Room Facilitator: Betty	Breakout Session Western Room Facilitator: Keith
9:40 – 10:10 am	**Interviews Locations:** **Festival:** Festival Room **Goodwill:** Walzcraft		**Budgeting 101: From Paycheck to Plan** (Altra)	**Job Search 101** (Ben Miller, Job Development Specialist)	**Dressed 4 Successes and Ready to Rock!** (Marylyn Dejarlais, Division of Vocational Rehabilitation)
10:20 – 10:50 am	**McDonald's:** La Crosse Sign Company		**Budgeting 101: From Paycheck to Plan** (Altra)	**A Second Chance: Employment after Crime (meets in this room but will move locations)** (Ben Miller, Job Development Specialist) Interviewing 101 (Thaddeus Peterson, Jobs For America Graduates)	**Dressed 4 Successes and Ready to Rock!** (Marylyn Dejarlais, Division of Vocational Rehabilitation)
11:40 – 12:10 pm	**ALL OTHERS LOCATED IN THE LOGISTICS HEALTH ROOM:** **Kwik Trip, Subway, Stoney Creek Inn, Coca Cola, Candlewood, and Features**		**Panel of Employers-How to Keep Your Job** (Mathews Bows, Coca Cola, Subway Altra, Features)	**Job Search 101** (Ben Miller)	**Legal Rights of Employees with Disabilities** (Sadie Nelsen, Independent Living Resources)
12:20 – 12:50 pm			**Panel of Employers-How to Keep Your Job** (Mathews Bows, Coca Cola, Subway Altra, Features)	**Interview Skills – You Have Them!** (Ben Miller)	**Legal Rights of Employees with Disabilities** (Sadie Nelsen, Independent Living Resources)

Free Parking Available in all Western Lots after 3:30 p.m.

http://westerntc.edu/maps/pdf/lacrossemap.pdf

Hosted by La Crosse County Transition Advisory Council:

- West Salem High School
- Riverfront
- Holmen High School
- CESA #4
- Local Parents
- La Crosse County Family and Children's Section
- Western Technical College
- Division of Vocational Rehabilitation (DVR)
- Onalaska High School
- Aging and Disability Resource Center (ADRC)
- Workforce Connections
- Independent Living Resources (ILR)
- Melrose-Mindoro Schools
- Western Wisconsin Cares (WWC)
- La Crosse Area Schools
- Social Security Administration (SSI)
- Bangor High School

Thank you to all of the generous donors who made this night possible. Please make sure to check out the list of donors at the Lunda Center the night of the event!

THE NEXT STEP:

LA CROSSE COUNTY TRANSITION ADVISORY COUNCIL CONFERENCE

…for those families and students, with all levels and types of disabilities, planning for life after high school – it's never too early to start!

Western Technical College *Lunda Center*
Thursday, May 31st
4:00 p.m. - 7:30 p.m.

Parent Quote: "My child has a mild-moderate Learning Disability. Learning about available resources while in high school gave my daughter more options. At graduation, she knew what resources she needed and had a realistic plan for her future."

Event Schedule

4:00 – 4:45 p.m. and 5:30 - 7:15 p.m.

- Employment Interviews and Resource Fair (ongoing)

4:45 p.m. Dinner

- 4:45 – 5:00 pm pick up dinner in Atrium to eat during keynote speaker

5:00 – 5:30 p.m.

Keynote: Steve Johnson; Conference Hall West

5:50 p.m. - Breakout Sessions (choose one each session)

- Personal Consultations (see next page), Resource Fair, and Employment Interviews (ongoing)

7:20-7:30 p.m.

- Raffle and Evaluation – Conference Hall West

Session and Speaker Schedule				
Session 1 5:50 – 6:15 p.m.	Stack the Deck to Employability Skills	Social Media Dangers	Mental Health and NAMI	ADRC – Resources and Guardianship
Session 2 6:20-6:45 p.m.	Disability Services -UWL -WTC -Viterbo	DVR: What is It and How Do I Qualify?	ADRC – Resources and Guardianship	Stack the Deck to Employability Skills
Session 3 6:50-7:15 p.m.	Everything You Need to Know about Social Security	Mental Health and NAMI	Going to College with Autism	Life Skills Feud: Independent Living Resources

- **Session descriptions can be found within pamphlet**
- **Map and session locations provided night of the event**
- **Speakers and sessions subject to change**

College Bound with Autism

Target Audience: Youth, Parents, Educators

Are you worried about navigating a college campus on your own with autism? Come and hear recommendations from the Disability Support Specialist of UW-Green Bay. You will also have the opportunity to hear from students who are on the autism spectrum that have attended 2 and 4 year schools and their experiences.

Presenters: Lynn Niemi, UW-Green Bay; parent and student panel

Mental Health Wellness and Adulthood

Target Audience: Youth, Parents, Educators

Learn about programs, services and resources available in La Crosse County to individuals with mental health needs and their family members. Learn strategies for coping, recognizing, and planning for high school and beyond.

Presenters: National Alliance on Mental Illness (NAMI)

Life Skills Feud

Target Audience: Youth

Do you know what you might need to live a life on your own? Get a group of friends and come play the feud to find out!

Presenter: Laurel Bowers, Independent Living Resources

Disability Services Panel (UWL, WTC, Viterbo)
Target Audience: College Bound Students, Parents, Educators

A panel discussion with disability-service specialists from area universities and technical colleges will provide an overview of how to prepare for college. Students and their parents will learn the keys to success in post-secondary education – how to plan ahead, communicate needs, utilize all available resources and develop pro-active self-advocacy skills.

Presenters: Kristina Puent (Western – Disability Specialist), Chris Coppes (UWL - DRS Advisor), Jane Eddy (Viterbo – Director Academic Resource Center)

Department of Vocational Rehabilitation (DVR)
Target Audience: Youth, Parents, Educators

This session will provide a basic overview of the DVR agency, mission, and process to assist transitioning students with disabilities from high school into post secondary training and/or immediate competitive community employment. Vocational Rehabilitation Counselor (VRC) Mari DeJarlais will be presenting the session/s and VRC Maggie Taylor will be available before and after the speaker sessions to answer any individual questions.

Presenters: Margaret Taylor and Mari Dejarlais, DVR

Everything you Need to Know About Social Security
Target Audience: Youth, Parents, Educators

Work, Learn, and Receive an extra $698 per month!
The Federal Government offers special benefits and incentives to individuals who have disabling conditions through a program called Social Security. If you qualify, you may be eligible to receive monthly payments of $698. If you would like to hear more, please attend the Social Security Session and visit Social Security's website at www.ssa.gov.

Presenter: Ricardo Acevedo, Social Security Administration

Keynote Speaker: Steve Johnson

Steve Johnson is a familiar face to the community, as he can be seen regularly on the MTU with his Leader Dog Misha. He has earned a reputation of being a strong voice for people with disabilities and has become very involved in the community, region, state, and even at the national level with various organizations. Locally, Steve is very involved with NASA, the La Crosse Lion's, the La Crosse MTU, and the National Federation of the Blind of La Crosse. At the State level, he currently serves as a Board member on the Wisconsin Council of the Blind, is the President of the Wisconsin Association of Guide Dog users (WAGDU), and the Wisconsin DNR Disability Advisory Council, which he has been a member of for the past 12 years. Steve has also served previously in an advisory capacity on National Committees surrounding Transportation and Employment.

He's also earned a reputation of being a strong voice for his peers with disabilities. He has been employed with La Crosse County in the Aging and Disability Resource Center for the past three years, and finds his work in helping others very fulfilling.

Steve is a 1997 Graduate of UW La Crosse, where he earned his Bachelor's Degree in Community Health Education, and prior to this graduated from Western Technical College in the Radiography program (x-ray technology). After losing his sight in 1986 and receiving a kidney and pancreas transplant in 1991, he began to look at things a little differently. After many years of working to make our society a little better for everyone, he has developed the personal philosophy that giving people hope, can make a big difference to those who do not have much.

** Personal Consultations **

Overwhelmed by the idea of turning 18? This is for families who have a child with a disability and they aren't sure of the "The Next Step." Families will have the opportunity to meet individually with an expert in the field of adult support services from the Aging and Disability Resource Center. If you want to learn more about options for your child – guardianship, independent living, employment, supported living, social security, mental health, and long term care – then this is the opportunity for you!

Invited Resource Fair Booth Attendees

Aging & Disability Resource Center
Division of Vocational Rehabilitation
Independent Living Center (ILR)
Social Security Administration
IRIS (Include, Respect – I Self Direct)
Western Wisconsin Cares
Children with Special Needs Unit
Family and Children's Center
Coulee Region Literacy Council
Coulee Youth Center
La Crosse Area Hmong Mutual Assistance
Job Center
Jobs for America's Graduates (JAG) Program
National Alliance for the Mentally Ill
Coulee Cap
Lutheran Social Services
Riverfront
Catholic Charities
Wisconsin Statewide Parent-Educator Initiative (WSPEI)

My Innovative Services
Children of the Heart
Gundersen Lutheran
UW-Stout
Jobs for America's Graduates (JAG)

Recreation/Summer Opportunities:
La Crosse Parks and Recreation
NASA Squirrel
Special Olympics
YWCA
YMCA
UWL Adaptive Programming
Horse Sense

Employment Fair –
Interviews with Local Invited Businesses

McDonald's
Goodwill
Features
Festival Foods
People's Food Co-op

Session Information

How to Stack Your Deck: Employability Skills
Target Audience: Youth, Parents, Educators

Looking for or planning to work in the near future? Come to this session to learn tips to setting yourself up for employment success. Find out how to get noticed in a crowd of job seekers, learn the best way to get hired, and what leads to getting fired – come and get the scoop!

Presenters: Matt Garowski, Jobs for America's Graduates (JAG)

Social Media Dangers
Target Audience: Youth, Parents, Educators

Few people seem to realize or care about the dangers social media brings to our lives. Our online habits are changing rapidly from a closed, private behavior towards an open and sharing culture. While this brings us lots of good, it seems that we are still very naive about its possible dangers.

Presenter: Sharon Neitzke, Town of Shelby Police Department

Aging & Disability Resource Center
Target Audience: Youth, Parents, Educators

This session will provide an overview of the role of Aging & Disability Resource Centers. Attendees will learn useful information on how ADRCs can assist during the transition years and beyond! Learn about programs, services and supports in your community that are there to help you to live the life you deserve.

Presenters: Liza Collins, Mike Dux; ADRC

The Next Step Conference

RSVP Form - Please respond by Friday, April 27th

To help us better plan for your conference needs, please mark the top THREE areas you or your child plan on gathering more information from on the night of the event.

_____ Employment _____ Social Media _____ Mental Health
_____ College & Disability _____ Guardianship _____ Independent Living Skills

_____ Social Security _____ Autism & College _____ DVR (Division of Vocational Rehabilitation)
Others or please list specific needs:

_____

_____

Please complete the following registration form, ***along with a $5 registration fee,*** and mail or return to:
Holmen High School, Attn: Brenda Swoboda, 1001 McHugh Rd, Holmen, WI 54636
Name(s) of attendees: _____

_____

Email address: _____
Phone Number: _____ Make checks payable to: La Crosse County TAC ($5 fee covers all attendees)
Contact Brenda Swoboda for financial assistance or fee waiver.

☐ The family of_____(child) will NOT be attending at this time.

The Next Step Conference

RSVP Form - Please respond by Friday, April 27th

To help us better plan for your conference needs, please mark the top THREE areas you or your child plan on gathering more information from on the night of the event.

_____ Employment _____ Social Media _____ Mental Health
_____ College & Disability _____ Guardianship _____ Independent Living Skills

_____ Social Security _____ Autism & College _____ DVR (Division of Vocational Rehabilitation)
Others or please list specific needs:

_____

_____

Please complete the following registration form, ***along with a $5 registration fee,*** and mail or return to: Holmen High School, Attn: Brenda Swoboda, 1001 McHugh Rd, Holmen, WI 54636
Name(s) of attendees: _____

_____

Email address: _____ Phone Number:

payable to: La Crosse County TAC ($5 fee covers all attendees)
Contact Brenda Swoboda for financial assistance or fee waiver. Make checks

☐ The family of_____(child) will NOT be attending at this time.

“The Next Step” Employability Conference

We hope you enjoyed your time and would like to hear your feedback. Please take a minute to help us better understand your experience.

	Rating scale:	**1-Poor**	**2-Good**	**3-Excellent**
1. The information was easy to understand.		1	2	3
2. The keynote speaker was interesting and helpful.	1	2	3	
3. The breakout sessions were useful in gaining knowledge for my future.	1	2	3	
4. I spoke a vendor.		1	2	3
5. The conference was well organized.		1	2	3
6. How would you rate the food?	1	2	3	

Do you have any suggestions for future events/topics of interest?

What part of the conference was the most valuable to you?

Comments:

Thank you for being a part of our conference.

“The Next Step” Employability Conference

We hope you enjoyed your time and would like to hear your feedback. Please take a minute to help us better understand your experience.

	Rating scale:	**1-Poor**	**2-Good**	**3-Excellent**
1. The information was easy to understand.		1	2	3
2. The keynote speaker was interesting and helpful.	1	2	3	
3. The breakout sessions were useful in gaining knowledge for my future.	1	2	3	
4. I spoke a vendor.		1	2	3
5. The conference was well organized.		1	2	3
6. How would you rate the food?	1	2	3	

Do you have any suggestions for future events/topics of interest?

What part of the conference was the most valuable to you?

Comments:

Thank you for being a part of our conference.

"The Next Step" Employability Conference
Employer Evaluation

We hope you enjoyed your time and would like to hear your feedback. Please take a minute to help us better understand your experience.

	Rating scale:	1-Poor	2-Good	3-Excellent
1. The information given ahead of time was informational explicit enough to give you an understanding of how the day would flow		1	2	3
2. The day was organized and ran smoothly	1	2	3	
3. The time of the interview sessions was appropriate	1	2	3	
4. The applications gave enough information about each candidate		1	2	3
5. The students seemed well prepared for the interview	1	2	3	
6. You deemed this day to be beneficial		1	2	3
7. How would you rate the food?		1	2	3

Do you have any suggestions for future events/topics of interest?

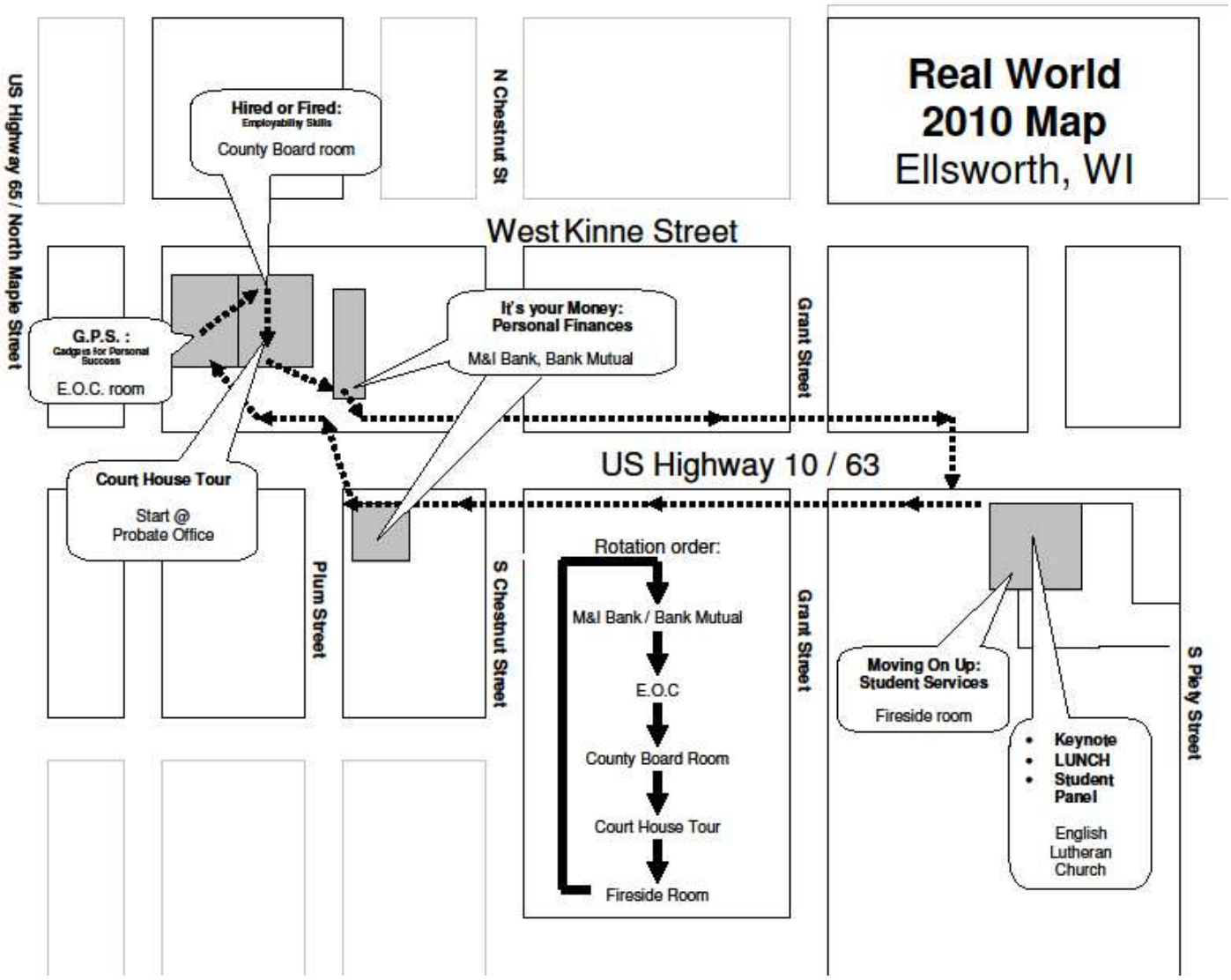
Is there any way the TAC committee could improve this conference?

Would you be willing to return next year? _____yes _____No

Please list any of the candidates you would like to follow up with.

Comments:

Thank you for being a part of our conference.


Real World
2010 Map
Ellsworth, WI
US Highway 65 / North Maple Street
N Chestnut St
West Kinne Street
Hired or Fired:
Employability Skills
County Board room
G.P.S. :
Gadgets for Personal Success
E.O.C. room
It's your Money:
Personal Finances
M&I Bank, Bank Mutual
Grant Street
US Highway 10 / 63
Court House Tour
Start @
Probate Office
Plum Street
S Chestnut Street
Rotation order:
M&I Bank / Bank Mutual
E.O.C
County Board Room
Court House Tour
Fireside Room
Grant Street
Moving On Up:
Student Services
Fireside room
Keynote
LUNCH
Student Panel
English Lutheran Church
S Pierly Street

Who we are

The Pierce County Transition Council is a volunteer staff of Teachers, Administrators, Public and Private Agency Representatives and Parents who live with, work and serve students with disabilities in our county. Our purpose is to provide an avenue for these separate agencies to better work together to help ensure the successful life outcomes for the students with disabilities that we work with.

Pierce County Community On Transition

To get in contact with a PCTC member in your area, call your school district's special education office.

The REAL WORLD

Pierce County

Wednesday
April 24th
2013

Calumet County Real World Day
April 30, 2009

Your child is invited to participate in the Calumet County Real World Day. This day long event is open to all high school students who are in special education programs in Calumet County. It is designed to give students information about making the transition into the real world and meets many of the transition goals in your child's IEP. The event will take place in various locations in Chilton. All participants will meet at the Chilton Eagles Club at 8:30 for registration and a continental breakfast. From there, students will be transported to various locations throughout Chilton. Real World Day in Calumet County for students will include tours of New Hope Center, Inc., a group home, an apartment and various supported employment job sites. These job sites may include Zarnoth Brush Works, Reinl Accounting Inc., Chilton Cinema and the Calumet County Courthouse. In addition, students will participate in the opening program in the morning and the panel discussion at the end of the day.

Lunch will be provided at the Eagles Club following the morning sessions. The day will conclude with a panel discussion presented by area community members who are past graduates of the county programs. We will close with a wrap up of the day's events and door prizes.

There is no cost to the students for the event which includes lunch, door prizes and a "goodie bag." Transportation to and from the event will be provided by your child's district and transportation throughout the day will be provided through the combined efforts of New Hope Center and the various school districts. **Please fill out the attached form and return it to your child's school no later than March 27th**. If you have any questions, please contact your child's special education teacher.

E E E E E E E E E E E E

PERMISSION FORM

My child has permission to participate in all of the activities of Real World Day. I understand that transportation will be provided by a number of different sources throughout the day.

Child's name_____

School _____ Grade _____

Teacher's name_____

Parent/Guardian Signature_____Date_____

Lunch choice (please check one): ☐ Ham ☐Turkey or ☐ Roast Beef Sandwich

	Bus A	**Bus B**	**Bus C**	**Bus D**	**3 Vans**
Session	A	B	C	D	E
Welcome Keynote 8:25 - 9:15	Welcome/Introduction of Keynote/Keynote Address				
Session #1 9:30 - 10:00	Technical College	Jail Tour/Court Room/DVR/Human Services	Car Dealership	Bank	Sheltered Workshop Group Home Apartment House
Session #2 10:10 - 10:40	Jail Tour/Court Room/DVR/Human Services		Technical College	Car Dealership	
Session #3 10:50 - 11:20		Technical College	Bank	Lunch	
Session #4 11:30 - 12:00	Car Dealership	Bank	Jail Tour/Court Room/DVR/Human Services	Technical College	Lunch
Session #5 12:10-12:40	Bank	Lunch		Jail Tour/Court Room/DVR/Human Services	Work Sites
Session #6 12:50-1:15	Lunch	Car Dealership	Lunch		
Session #7 1:30 - 2:15	Panel at Eagles Club				
Session #8 2:15 - 2:30	Wrap up and Prizes				

Real World Day

Please rate each session with an "X" in the box

Sessions	***Great***	***Liked***	***OK***	***Disliked***
Keynote Speaker				
Bank				
Car Dealership				
Jail Tour / Court Room/ DVR / Human Services				
Technical College				
Panel at Eagles Club				
Lunch:				

Suggestions or comments:

Teachers Use Only

Teacher:_____High School :_____Grade:_____Code : _____

Please return evaluation by_____to:

CALUMET COUNTY

Real World Day

APRIL 30

CONTACTS:

Jenny Jacobs

Special Education Teacher
New Holstein High School
(920) 898-3066
jjacobs@nhsd.k12.wi.us

Dan Witt

CEO
New Hope Center, Inc.
(920) 849-9351
dwitt@new hopeinc.org

Martha Albers

Principal
Hilbert Elementary School
(920) 853-3531
albersm@hilbert.k12.wi.us

- **Brillion High School**
- **Chilton High School**
- **Hilbert High School**
- **New Holstein High School**
- **Stockbridge High School**

Thank you for participating in the Calumet County Real World Day. This is a unique opportunity to work with high school teachers, service providers, the Division of Vocational Rehabilitation, and other individuals and groups interested in meeting the needs of students with disabilities. Our goal is to allow students the opportunity to participate in the day and learn from you—members of the community—to increase their awareness and knowledge of businesses, agencies, and services that they will need to use once they graduate from high school.

CALUMET COUNTY REAL WORLD DAY
APRIL 30

Your child is invited to participate in the Calumet County Real World Day. This day long event is open to all high school students who are in special education programs in Calumet County. It is designed to give students information about making the transition into the real world and meets many of the transition goals in your child's IEP. The event will take place in various locations in Chilton. All participants will meet at the Chilton Eagles Club at 8:30 for registration and a continental breakfast. From there, students will be transported to various locations throughout Chilton. Students will visit Fox Valley Technical College, Calumet County Human Resources, Calumet County Jail, Community Bank and Trust and Vande Hey Brantmeier Auto Dealership. Information on how to purchase a vehicle, how to open a bank account, how to apply for services through the County and programs available through the technical college are samples of the types of information that will be provided.

Lunch will be provided at the Eagles Club following the morning sessions. The day will conclude with a panel discussion presented by area community members who are past graduates of the county programs. We will close with a wrap up of the day's events and door prizes.

There is no cost to the students for the event which includes lunch, door prizes and a "goodie bag." Transportation to and from the event will be provided by your child's district and transportation throughout the day will be provided through the combined efforts of New Hope Center and the various school districts. **Please fill out the attached form and return it to your child's school no later than March 27th**. If you have any questions, please contact your child's special education teacher.

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My child has permission to participate in all of the activities of Real World Day. I understand that transportation will be provided by a number of different sources throughout the day.

Child's name_____

School _____ Grade _____

Teacher's name_____

Parent/Guardian Signature_____Date_____

Lunch choice (please check one): ☐ Ham ☐Turkey or ☐ Roast Beef Sandwich

Student Conference Registration Form

Please **type** all names on the below form and return it no later than MARCH 1st, 2012. All registrations after this date will not be able to attend the conference. Please place an X in the 3rd box if the student is a presenter. Also please place an X in the 4th box if the student does not have a signed release to have their photo taken. At the bottom of this form, please include the names of staff that will be attending the conference with the students. Thank you!

First Name	**Last** Name	Place **X** for Presenter	Place **X** for No Photo
Staff Members			

To: Community Relations Director
From: Name,TItle
Date:
Re: Donation for the 2014 Student Leadership Conference

Organization Name is sponsoring the Sixth Annual Student Leadership Conference on March 13th, 2014. This conference's purpose is to encourage students with disabilities to advocate for themselves and become leaders in their communities. Topic areas include: leadership skills, life and work skills, employment, education, and career training. To assist in this mission, the conference is organized, planned and presented by students with disabilities. These students will discuss what they have failed at, what they have succeeded at, and what they wish they had done differently. The conference will be held at Blackhawk Technical College, Janesville, and we are preparing for over 200 students to attend from Dane, Green, Jefferson, and Rock Counties.

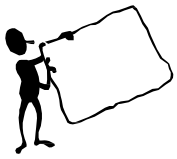
Organization is a non-profit educational organization that assists school districts with their student transitioning education. This conference supports that goal. Transition is helping youth with disabilities explore opportunities and resources available to them, and to assist them in reaching their goals to be as independent as possible.

I am writing to request a donation from your organization. Your donation will be used for door prizes for the students and student presenters attending the conference. As you can see, your donation is for an extremely worthwhile cause. If you would be able to help our cause by making a cash or item donation for our conference, it would be greatly appreciated by our students. Please contact me if you have any further questions at (608) 758-6232 x-309 or by e-mail at pamjenson@cesa2.k12.wi.us.

Donations can be addressed to: Organization
Attn: Name – Donation
Address

Thank you for your consideration and support to assist our conference for students with disabilities in your community. The conference is an investment in the youth of today with future benefits for all. Please provide donated items by March 1st to allow prep. time for the conference.

Thank you.



Student Leadership Conference Proposal

What is the Student Leadership Conference? CESA #2 is hosting the fourth annual Student Leadership Conference at Blackhawk Technical College in Janesville, WI on Tuesday, March 13th, 2011. The conference is for students with disabilities to listen to other students and youth with disabilities (ages 16-21) about their experiences, triumphs and struggles with topics around transition. If you are a student/young adult with a disability and would like to talk to students about your experiences, please complete the following proposal. Proposals are open to youth between the ages of 16-28 to speak individually, as a group, or on a panel. You can submit as many proposals as you would like.

Proposals to present at the 2011 Student Leadership Conference will be accepted **through January 27th**

Before you begin:

If your proposal includes co-presenters, you will need to include each co-presenter's full name with a contact person's email address, telephone number, and address. In order for the proposal to be considered complete, it must have this information.

Thank you for your interest to present at the Student Leadership Conference! If you have any questions, please contact Pam Jenson at pamjenson@cesa2.k12.wi.us.

Lead Presenter

First Name: Last Name:

Address: School District:

e-mail address: Phone:

Contact Name:

Co-Presenters Names and School District:

1.

2.

3.

4.

5.

Description of your session as it will be listed in the conference brochure:

(please use 500 characters or less)

Name of Session:

Description:

What ATV Needs will you need for your presentation?

Please include any additional information we may need to know for your session?

Thank you for your proposal!!!!

9 Annual YTC April 11, 2018

Youth Transition Conference Schedule

8:30am – 9:00am	**Check In.** Be sure to take a look around and visit the vendors!
9:00am – 9:20am	**Introduction & Welcome**
9:30am – 10:15am	**Session One**
Birch	Basics of Financial Independence
Willow/Walnut	Student Led IEP's
Northwoods	Help Yourself: Self-Advocacy Training
Oakwood	Apartment 101
Ballroom C	Underage Alcohol and Drug Related Violations
Cedar/Maple	I'm Going to College... Now What?
Great Hall	Dress for Success - What to Wear to an Interview
Meet by Registration	UW-Stout Campus Tour
10:30am – 11:15 am	**Session Two**
Birch	Friendships & Dating
Willow/Walnut	Interview Do's and Don'ts
Northwoods	Help Yourself: Self-Advocacy Training
Oakwood	The Price of Life
Ballroom C	What Young Adults Should Know about Health Care
Cedar/Maple	I'm Going to College... Now What?
Great Hall	A Visual Resume - Get the Job You Want!
Meet by Registration	UW-Stout Campus Tour
11:30-12:15 pm	**Session Three**
Birch	Friendships & Dating
Willow/Walnut	Interview Do's and Don'ts
Northwoods	Community Recreation/Adult Living
Oakwood	The Price of Life
Ballroom C	The Places You Will Go
Cedar/Maple	DVR 101
Great Hall	There's an App for That! Transition Planning
Meet by Registration	Meet by Entrance
12:15-1:00 pm	**Lunch & Vendor Hall**
1:00-2:00 pm	**Keynote Speaker:** Dr. Justin Patchin on Cyberbullying
2:00-2:15 pm	**Check Out & Turn in Lanyards**

9th Annual YTC April 11, 2018

Youth Transition Conference Sessions

9:30am —10:15am	Session One Choices

Basics of Financial Independence | *Birch*

Budgeting and money management are a crucial part of the transition from youth to adulthood. In this session we will be providing a basic overview of financial literacy and how to locate and obtain information and resources for financial independence.

Presenters: Jeff Lund & Beth Gaertner, *Outreach Specialists @ SVRI*

Student Lead IEP's | *Willow/Walnut*

This session is designed to give tools to provide student participation in the development and implementation of their IEPs. We will share our experience with increased student leadership and engagement through this process of Student-Led IEPs. Student will share insight and model the IEP discussion. We also will provide further explanation of the benefits we have experienced during the creation of this tool.

Presenters: Ashley Henrickson-Hodge, *Special Education Teacher @ Black River Falls HS*

Help Yourself: Self-Advocacy Training | *Northwoods*

Help Yourself is a curriculum designed by Independent Living Centers to help empower individuals with disabilities to advocate for themselves.

Presenters: Ashley Lien & Angela Brenna, *Independent Living Specialists @ Center for Independent Living (CILWW)*

Apartment 101 | *Oakwood*

This session will discuss how to find an apartment, how to avoid scams and what to do when you are first rent an apartment. There will be an interactive portion in which students will look at pictures of apartments and notice items that they should make not of when moving into an apartment.

Presenters: Mary Summers, *Special Education Teacher @ Eleva-Strum School District*

Underage Alcohol and Drug Related Violations | *Ballroom C*

This presentation will discuss different violations elating to alcohol including possession, consumption, transporting, furnishing, and serving alcohol as well as different drug violations. We will also discuss how this affects school, work, and personal/family life.

Presenters: Maloree Zassenhaus @ *Menomonie Police Department*

I'm Going to College... Now What? | *Cedar/Maple*

College can be a difficult time of transition. Prepare for success by knowing what you need to do to access accommodations right from the start. Meet staff, learn how high school and college accommodations are different, and interact with the technology that may be provided to you.

Presenters: Rachel Swatloski, *Disability Services Specialist @ CVTC*

Dress for Success - What to Wear to an Interview | *Great Hall*

Will bring in clothing to demonstrate appropriate vs. inappropriate interview attire. Discussion will also include dressing for the type of job/interview, personal hygiene, and other factors that contribute to our appearance (i.e. makeup, hair, etc.)

Presenter: Kira Blake-Sullivan, *Community Development Case Manager @ Goodwill NCW*

UW-Stout Campus Tour | *Meet by Registration Table*

In this session, you can take a tour of UW-Stout's campus and learn what they have to offer as one of the colleges in our area!

10:30am – 11:15pm	Session Two Choices

Friendships & Dating – Social Thinking | *Birch*

Based on Michelle Garcia Winner's "Think Social" curriculum, audience members will learn the core concepts of social thinking involved in friendships, dating, and relationships. Also, includes the Four Steps of Communication, Four Steps of Perspective Taking, the Levels of Friendships, and direct talk about the differences between guys and girls.

Presenter: Lesa Cramer, *Speech and Language Pathologist @ Memorial High School*

Interview Do's and Don'ts | *Willow/Walnut*

An overview of the basic components surrounding a job interview and how to prepare yourself to get the job.

Presenter: Erik Hinch, *WIOA Youth Career Planner @ Workforce Resource*

Help Yourself: Self-Advocacy Training | *Northwoods*

Help Yourself is a curriculum designed by Independent Living Centers to help empower individuals with disabilities to advocate for themselves.

Presenters: Ashley Lien & Angela Brenna, *Independent Living Specialists @ Center for Independent Living (CILWW)*

The Price of Life | *Oakwood*

In this interactive session, you will choose a career/income and learn about the choices one has to make to live on their own. During this session, you will learn if you have what it takes to budget so you don't go broke. So come on in and see if you can beat the price of life!

Presenter: Ben Luer, *Independent Living Specialist @ Center for Independent Living (CILWW)*

What Young Adults Should Know About Health Care | *Ballroom A*

This session will communicate to young people how to take care of their physical health concerns. It will cover information about transitioning from pediatric to adult medical care, including guidelines of when to seek medical help versus care for self, plan what information to share in health care settings and what questions to ask medical personnel. Tips on how to stay well through healthy eating and regular exercise will be included. HIPPA law and basic insurance terminology will be reviewed.

Presenter: Tori Hugo, *School Nurse @ Eau Claire Area School District*

I'm Going to College... Now What? | *Cedar/Maple*

College can be a difficult time of transition. Prepare for success by knowing what you need to do to access accommodations right from the start. Meet staff, learn how high school and college accommodations are different, and interact with the technology that may be provided to you.

Presenter: Rachel Swatloski, *Disability Services Specialist @ Chippewa Valley Technical College*

A Visual Resume- Get the Job You Want! | *Great Hall*

Come to this session to learn how you can use a visual resume to increase your odds of finding employment by showcasing your skills and abilities in a unique way! You'll see examples that use a Google Site, Weebly, iMovie, S'More and much more. We will also talk about what employers are saying about these visual resumes!

Presenter: Brenda Swoboda, *Transition Improvement Grant Western Regional Coordinator*

UW-Stout Campus Tour | *Meet by Registration Table*

In this session, you can take a tour of UW-Stout's campus and learn what they have to offer as one of the colleges in our area!

11:30pm —12:15pm | Session Three Choices

Friendships & Dating – Social Thinking | *Birch*

Based on Michelle Garcia Winner's "Think Social" curriculum, audience members will learn the core concepts of social thinking involved in friendships, dating, and relationships. Also, includes the Four Steps of Communication, Four Steps of Perspective Taking, the Levels of Friendships, and direct talk about the differences between guys and girls.

Presenter: Lesa Cramer, *Speech and Language Pathologist @ Memorial High School*

Interview Do's and Don'ts | *Willow/Walnut*

An overview of the basic components surrounding a job interview and how to prepare yourself to get the job.

Presenter: Erik Hinch, *WIOA Youth Career Planner @ Workforce Resource*

Community Recreation & Adult Living | *Willow/Walnut*

My students could possible discuss adult recreation options/ transportation/importance of work and working collaboratively with agencies.

Presenter: Karen Weld, *Program Coordinator @ ECASD*

The Price of Life | *Oakwood*

In this interactive session, you will choose a career/income and learn about the choices one has to make to live on their own. During this session, you will learn if you have what it takes to budget so you don't go broke. So come on in and see if you can beat the price of life!

Presenter: Ben Luer, *Independent Living Specialist @ Center for Independent Living (CILWW)*

The Places You Will Go | *Ballroom A*

We will discuss how Uber and other transportation modes including self-driving cars work as well as accessibility issues and other concerns for people with disabilities and an update on what advocacy is taking place.

Presenter: Allison Lourash, *Self-Advocate*

DVR 101 | *Cedar/Maple*

Have you heard about the Division of Vocational Rehabilitation (DVR), but don't have a clue what it is or how it fits into your transition? Learn what DVR is and the services it can provide, how to access services, and how DVR can coordinate with school and other agencies as part of your transition plan. Basic information will be presented with questions encouraged throughout the session.

Presenter: Karla Opatz, *Vocational Rehabilitation Counselor @ DVR*

There's an App for That! Transition Planning | *Great Hall*

This session will talk about the WiTransition Planning App that was created for youth to take a larger role in creating their Postsecondary Transition Plan (PTP) and to encourage participation at your IEP meeting. We will go over the app and all of the materials that can help create a plan that is all about YOU!

Presenter: Brenda Swoboda, *Transition Improvement Grant Western Regional Coordinator*

UW-Stout Campus Tour | *Meet by Registration Table*

In this session, you can take a tour of UW-Stout's campus and learn what they have to offer as one of the colleges in our area!

Schedule

8:15 - 8:30: Arrival/Registration

8:30 - 9:00: Group Activity

9:00 – 9:45: Employer Panel

Rotation

Students will be assigned a group and rotate through the three sessions

9:50 – 10:50: Session 1

10:55 – 11:55: Session 2

11:55 – 12:25: Lunch

12:30 – 1:30: Session 3

1:35-2:00: Wrap-up and final survey

Where:
Workforce Development Center
892 Main Street
Pewaukee, WI 53072

When:
Wednesday, March 21st, 2018
8:15am – 2:00pm

Cost:
$5 per student before or the day of the event. Checks can be made out to Waukesha County TAC, cash is also accepted. Lunch (pizza) will be provided.

SESSION TOPICS

Mock Interview:
Students will be placed in the hot seat of the interview, and receive immediate feedback and coaching. Students will have a chance to participate in two mock job interviews. The first interview will be follow by intensive coaching so students can improve on the second time. **Students should dress appropriately for a job interview.**

A Brand Called You:
Nike, Lexus, and Starbucks are all brands we know, but have you ever thought about the fact that you – yes, YOU – are a brand? Come and learn about people brands in the workplace. We'll swap some stories and then take a look at your own personal brand.

Strategies to Get That Job!
How do you make yourself stand out from the others? How do you put together a résumé, job application and prepare for an interview? This session will focus on researching employers ahead of an interview, how to dress appropriately and planning questions ahead of the interview.

REGISTRATION DUE:

Wednesday, March 7th, 2018

Please email Megan Rindal, Transition Coordinator, School District of Elmbrook, with the names of your five students or fill out the Google doc.

Email: rindalm@elmbrookschools.org
Phone: 414-587-5982

Who:
Please give priority to students who are or will be seeking competitive employment in the near future.

About the Waukesha Independence Network (WIN) and Waukesha County Transition Advisory Council (TAC)

Waukesha WIN MISSION:
To increase the integrated employment opportunities for people with disabilities in Waukesha County.

Waukesha TAC MISSION:
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.

VISION:
Through collaboration of education and vocational services, students with disabilities can maximize their potential in both their personal and vocational endeavors.

WHO WE ARE:
The Waukesha County TAC consists of a team of educators, community service providers, youth and parents/family members. The team meets monthly to coordinate services to ensure successful transition of students with disabilities. WIN is an offshoot of this organization, started through a grant from the Board for People with Developmental Disabilities (BPDD).

Members of the Waukesha County TAC/ WIN

School Districts

Arrowhead
Elmbrook
Hamilton
Kettle Moraine
Menomonee Falls
Mukwonago
Muskego-Norway
New Berlin
Oconomowoc
Pewaukee
Waukesha

Agencies

- Workforce Development Center
- Cooperative Educational Service Agency (CESA # 1)
- Curative Care Network
- Disability Rights WI (DRW)
- Division of Vocational Rehabilitation (DVR)
- Goodwill Industries of SEW
- Paragon Community Services
- Pantheon Industries
- University of Wisconsin-Whitewater
- Waukesha County Aging & Disability Resource Center (ADRC)
- Waukesha County Technical College
- Easterseals of SE WI
- Parent-Advocates
- Manpower

Job Wanted!

March 21st, 2018

8:15 a.m. – 2:00 p.m.

This event will provide students with mock job interview experience and feedback; along with industry-driven education in getting a job.

Sponsored by:
Waukesha Independence Network (WIN), WCTC Career Connections, Waukesha County TAC and Manpower

APPENDIX E – Job Olympics

JOB OLYMPICS APPLICATION

STUDENT'S NAME:_____DATE: _____

SCHOOL:_____TEACHER: _____

T-shirt size: S M L XL 2XL 3XL

Choose **(X)** maximum of **5 events** per student, per school to be coordinated with teacher. Students will compete in four events. Please circle correct level on those events with levels.

☐Job Interview Simulation

☐Bed Making
Team Member:_____

☐ Room Service

☐Housekeeping Bathroom set up

☐ Bussing Dishes

☐Money and Time Management A B C

☐ Silverware Rolling A B

☐Concierge with Role Play

☐Laundry A B C

☐Beverage Bar

☐Host/Hostessing

☐Greenhouse

☐ Assembly/Construction (circle one)
Level A Pegs Level B Door knob Level C Picture Frame

Extra:

☐ Performing in talent show (each school is responsible for previewing act for appropriate content) 2 acts per school district

REV 3/15/12

Sauk Columbia Transitions Team

A joint project with the districts of Baraboo, Portage, Reedsburg, Sauk Prairie and Wisconsin Dells

Job Olympics

Date:	**April 20, 2010**
Questions:	Sharon Schafer, 524-2174, ext. 2018
Location:	**Sauk Prairie High School**
Transportation:	**By Bus**
Entries:	**See attached sheet**

<u>Schedule:</u>

9:00 am	Arrival and Registration
9-9:15am	Welcome / Students' Meeting
	Judges' Meeting - For all event Judges
9:30-12:00pm	Events
12:00-12:45 pm	Lunch
12:45—1:30 pm	Job Olympic Idols
1:30—2:00 pm	Awards and Wrap-Up

Job Olympics

Target Group: 8th -12th graders with moderate to significant disabilities. Even though open to 8th-12th the target group is 8th-10th graders.

Purpose:

- Give students a career exploration opportunity by trying out a job task
- Give students an opportunity to practice work related skills i.e. interviewing, role modeling, appropriate dress
- Give students an opportunity to train and practice for an event

Description:

Job Olympics is an annual CCoT activity. It has 13 different job related events that students can choose from. The events vary from year to year depending on the location and to create variety. Students usually participate in 3-4 events and all participants complete a job application appropriate to their skill level and needs. The amount of time for each event varies. Each event has a "judge" and an evaluation rubric. Student performance is rated and scored using these rubrics. At the end "medals" are awarded in each event. There are no rankings, all medals are the same and the top % from each group receive medals. All students leave with a medal and no student can get over a set amount. Each student also receives a T-Shirt with the logo and year of the event.

Activities:

Here is a list of the events:

- Job Interview Simulation
- BedMaking
- Housekeeping
- Money/Time Management
- Concierge with Role Play
- Beverage Set Up
- Greenhouse
- Host/Hostessing
- Silverware Rolling
- Laundry
- Room Service
- Bussing
- Assembly Construction
- Grocery Bagging
- Work Site Role Plays
- Car Detailing
- Thank You Notes

While the event results are tabulated there is a group event, "Job Olympics Talent Show". Students share their talents in an "American Idol" format with a set of student "judges". The final event of the day is distribution of medals.

Planning and Materials:

Job Olympics has usually been held at local resort/convention center, but can be held at a local high school. Each district involved is responsible for a certain number events and part of the planning.

If a school is responsible for an event they provide all the set up items as needed for the event and they design the rubric. They are also responsible for finding a judge but this can also be a team effort.

Judges come from the surrounding communities and these range from retired teachers, business leaders, agency employees, and administrators.

There is also a core of volunteers from the local high school student councils and national honor society students who are peer assistants and assist the judges with the event.

Other planning duties split up amongst the team:

- Scheduling
- Forms
- Evaluations
- Snacks, Press Release
- Thank You letters

Budgeting:

Each district shares in the cost of the event. The local resort/convention centers have given the group a discount and they allow food to be brought in.

These are some group costs:

- Medals
- Meals for the judges and volunteers
- T-Shirts
- Location --- Unless donated.

Sauk County Transition Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells

Dear Parent or Guardian:

Your child is invited to participate in the Job Olympics on Wednesday, April 25, at the Howard Johnson's Antigua Bay Resort in Wisconsin Dells. The event will run from 8:30am-2:00pm. Lunch will be provided.

Job Olympics is a competition for high school students receiving support services through special education programs. Students from Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells school districts have been invited to compete in activities directly related to the job skills they will need to be successful in the world of work. This contest will allow students to practice and compete in events that will promote confidence and self esteem and initiate new friendships. The events this year are the following:

- -job interview simulation
- -role play for self-advocacy
- -bussing tables
- -silverware rolling
- -office assistant
- -office reception
- -grocery bagging
- -bedmaking
- -housekeeping
- -money and time management
- -floral design
- -laundry
- -assembly/construction

Each individual event will be awarded with Top 3 Medals. There will be a traveling school team award for the sandwich event. Every participant will receive a t-shirt. Volunteers from community agencies, businesses and education will judge each competition.

If you would like for your child to participate, please complete the enclosed release form and return it to Ms. Bebber or Ms. Bieri by Friday, March 30, 2007.

Sincerely,
Barbara Bieri
Transition Coordinator
Wisconsin Dells High School
608-253-1461 ext.1018

Sauk Columbia Transitions Team

A joint project with the districts of Baraboo, Reedsburg, Portage, Wisconsin Dells and Sauk Prairie

March 14,

Dear Parent or Guardian:

As our students progress through high school, we help them explore their interests and provide them opportunities for "hands-on" experiences. In an effort to engage our students in the world of work, the students have the opportunity to attend **Job Olympics** on **Wednesday, April 13, 2011** from 9:00 AM – 1:45 PM at the Kalahari Resort & Convention Center in Wisconsin Dells. **Job Olympics** is being offered as a combined experience with the districts of Baraboo, Portage, Reedsburg, Sauk Prairie and Wisconsin Dells. Students have been invited to compete in activities directly related to the job skills they will need to be successful in the world of work. This contest allows students to practice and compete in events that will promote confidence and self esteem and initiate new friendships. Students will have the opportunity to choose and then participate in four of the twelve events offered. Volunteers from community agencies, businesses and school district staff will judge each competition. The event will end with a Talent Show and awards ceremony.

On Wednesday, April 13th, all students should arrive to the Kalahari Resort & convention center by 9:00 AM. Transportation will be provided by each school district. Once all school districts have arrived, students will be given their schedule and the event will begin. Our trip will run until about 1:45 PM. We will bring bag lunches from the school and eat at the Kalahari. Student lunch accounts will be charged.

Please sign the permission form below and in the event we would have to reach you, please include **TWO** emergency contact phone numbers. **THE PERMISSION FORM MUST BE RETURNED NO LATER THAN Friday, March 25, 2011**. If you have any questions, please contact Sharon Schafer at 524-2174, ext. 2018.

Sincerely,
The Sauk Columbia Transitions Team

Kathy Tuttle	***LaNae Jabas***	***Sharon Schafer***	***Liz Kennedy***	***Brian Kenney***
Baraboo	***Portage***	***Reedsburg***	***Sauk Prairie***	***Wis Dells***

Sauk County Transition Team Press Release

4/20

The Sauk County Transition Team, a cooperative effort among Baraboo, Reedsburg, Sauk Prairie, and Wisconsin Dells School Districts, is pleased to announce the

3rd Annual Job Olympics
April 25
9:00 am-1:00 pm
Hosted at the Howard Johnson Antiqua Bay Hotel
Wisconsin Dells

The Job Olympics is designed for students to demonstrate job related skills they have been working on in school. Some of the events the students will compete in include interviewing skills, custodial skills, office skills, and role-playing situations that occur in the work world. The competition will conclude with the

Sandwich Making Competition (approximate time: 12:30 pm)!!!

Teams of students from each school will race to make the most ketchup sandwiches. The team from the school with the most neatly made and bagged sandwiches will be the winner of the coveted Ketchup Bottle Award. Last year's winner was Sauk Prairie, so the competition is on!!!!

Role Play Situations
Job Olympics

1. (Work Issue) you are working at an office, and you are having a problem with your boss with how she gives directions. You know you learn and work better if you have things written down, but the boss keeps just giving them to you orally. I am your employer, how would you address this problem to me and what solutions would you offer?

2. (Work Issue) you have the opportunity to go to a concert of your favorite music group. I am your boss, how would you go about asking for this off, what reasons would you have and what timeline.

3. (Work Issue) you get paid every other week. When you get your check you see that your hours are not the same as what you really worked. I am your boss, how would you talk to me about this, and what information would you bring with you.

4. (Customer Issue) you are an employee at Wal-Mart. I am a customer who cannot find an item. How would you help me?

5. (Customer Issue) you are an employee at Kohl's. I am a customer in the shoe department. My small children are taking shoes out of boxes and mixing them all up and throwing them. How would you handle this?

6. (Customer Issue) you are an employee at McDonald's. I am your best friend I come in and want to talk with you and get some free food. How would you handle this?

Sauk County Transition Team

A joint project among Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells School Districts

Job Olympics
Event Assignments

Event	Room	Judge
Job Interview 1 *Sponsored by Baraboo*	Sandy Bay	Fritz Cunningham Monitor: Student Council
Job Interview 2 *Sponsored by Baraboo*	Morocco Bay East	Shirley Tolakson Monitor: Student Council
Job Interview 3 *Sponsored by Baraboo*	Royale Bay	Rose Fosland Monitor: Student Council
Money/Time Management *Sponsored by Baraboo*	Royale Bay	Frank Fredie Monitor: Student Council
Office Assistant/Reception *Sponsored by Reedsburg*	Morocco Bay -- West	Veronica Petty & Melanie Brown Monitor: Jessica Catlin
Bussing *Sponsored by Reedsburg*	Montego	Kay Daley Monitor: Bridget Otto
Silverware Rolling *Sponsored by Reedsburg*	Meridian	Michele Burch Monitor: Jean Kropp, Student Council
Role Play *Sponsored by Baraboo*	Monterey	Julie Fleming Role Player/Nicole Price
Cleaning *Sponsored by Wis. Dells*	Hotel RM	Betsy Schulz & Edie Yanke Monitor: Mary Bebber
Bed Making—Team Event *Sponsored by Wis Dells*	Hotel RM	Pat Jaquish Monitor: Mary Bebber
Laundry Level *Sponsored by Wis. Dells*	Meridian	Michele Knudtson Monitor: Student council
Grocery Bagging *Sponsored by Sauk Prairie*	Meridian	Luann Endres Monitor: Jean Kropp, Student Council
Construction Event—Level 1 and 2 *Sponsored by Sauk Prairie*	Meridian	Jim Jackson Monitor: Jean Kropp, Student Council
Floral Level 1 *Sponsored by Sauk Prairie*		Monitor:
Applications/Thank you notes Booth *Sponsored by Baraboo*	Meridian	Student Council (2)
Lunch	Meridian	

Job Olympics

Date:	**April 25**
Questions:	Kathy Tuttle 608-355-3940 EXT 2115
Location:	**Antiqua Bay Hotel and Conference Center-Lake Delton**
Transportation:	**By Bus**
Cost:	$5.00 for Lunch student (Due at registration)
Entries:	**See attached sheet**

Schedule:

9:00 am	Arrival and Registration
9-9:15am	Welcome / Students Meeting
	Judges Meeting -- For all event Judges
9:30-11:45 pm	Competition
11:45-12:15 pm	Lunch
	Students must turn in completed application for lunch.
12:15-12:45 pm	Team Sandwich Competition
12:45—1:00 pm	Awards and Wrap-Up

REV 3/13/14 KT/jc

2013 Job-R-Tunities Application

STUDENT'S NAME: _____ Grade:_____

SCHOOL: Baraboo Reedsburg Sauk Prairie WI Dells

T-shirt Size: AS AM AL AXL AXXL AXXXL

<u>AM Opportunities</u> – Please select 4 (You will get 3 or 4)

☐ Job Interview Simulation
A B

☐ Bussing Dishes & Table Set Up

☐ Room Service

☐ Beverage Bar Set Up
A B?

☐ Concierge
A B?

☐ Pizza Making

☐ Cake Decorating

☐ Maintenance

☐ Water Testing

☐ Cookie Competition (up to 2 teams/school – List teams on back)

☐ Manipulatives/Sensory

<u>PM Opportunities</u>

✓ **Fashion Show – ALL**

Choose ONE

☐ Behind the Scenes Tour
____Laundry &Theme Park **OR** _____Laundry & Water Park

<u>If you do NOT want to go on the tour, please check **2** from the following</u>:

☐ Assembly
Pegs

☐ Laundry
A B

Job-R-Tunities

Purpose:
This event gives students a career exploration opportunity by allowing each student to try out a job task. Students are able to see behind the scenes of a job and meet a person actually performing the job on-site. Students are able to practice work related skills such as interviewing, role playing, and appropriate dress during the event. Targeted Group for this event: 8th -12th graders with moderate to significant disabilities. Even though open to 8th-12th the target group is 8th-10th graders.

Description:
Job-R-Tunities is a spin off from Job Olympics. Its goal is to be a career exploration event and less of a competition. It is held at a resort/convention center. Many of the events are the same as Job Olympics, but one major difference is there is more involvement of the resort staff in planning and sharing their expertise in the events. Many events had actual employees telling about their job and modeling or teaching a task and having the students try them out. Another difference was that the "judges" gave feedback instead of ranking. The events will vary from year to year to create variety. Students usually participate in 3-4 events and all participants complete a job application appropriate to their skill level and needs. The amount of time for each event varies. Students will receive their evaluation forms, a professional Certificate of Participation from the resort in addition to a t-shirt with the year and logo of the event.
The event ran for the first time in April 2013. The plan for the following year is to use the Career Pathway Clusters for organizing events and choices for students. The resort staff will be used even more in planning and the team will invite outside businesses as well for events.
The day ends with a tour of the resort and a Fashion Show of Do's and Don'ts for interviewing. This included students with and without disabilities who planned the event together with a local business and with the resort employees.

Activities:
- Job Interview Simulation
- Maintenance
- Concierge with Role Play
- Beverage Set Up
- Water Testing
- Work Stations: Napkin Folding, Assembly Tasks, Place setting set up, Filling Brochures racks,
- Laundry
- Room Service
- Bussing
- Cake Decorating
- Pizza Making (These became lunch)
- Thank you Notes

Planning for the Event:
Job-R-Tunities is held at a large scale resort/convention center. Each district involved is responsible for a certain number of events. The team works with the resort's human resource manager who coordinates with hotel staff to create some of the events. There were meetings with the team all department heads during the planning process.
If a school is responsible for an event they provide all the set up items as needed for the event and they design the rubric. They are also responsible for finding a judge but this can also be a team effort.
Judges come from the surrounding communities and these range from retired teachers, business leaders, agency employees, and administrators.
There is also a core of volunteers from the local high school student councils and national honor society students who are peer assistants and assist the judges with the event.
Other planning duties split up amongst the team:

- Scheduling
- Forms
- Evaluations
- Snacks, Press Release
- Thank You letters
- Coordination with Resort Event Staff and Human Resources

Each district shares in the cost of the event. The local resort/convention center gave the group a discount on the rental of the rooms and also on the food. They allowed schools to bring their own beverages.
These are some group costs:

- Event Supplies
- Meals for the judges and volunteers
- T-Shirts
- Location Rental

Sauk County Transitions Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie & Wisconsin Dells

Job-R-Tunities 2013

Date: **April 25, 2013**

Location: **Kalahari Resort, Wisconsin Dells**
Transportation: **By Bus**

Schedule:

8:45 am	Event Supervisor Meeting - For all event supervisors/monitors
9:00	Arrival and Registration
9 - 9:30	Welcome /Ice Breaker/Introductions
9:30 - 11:30	Events
11:30 - 12:00	Lunch
12:00 - 12:45	Fashion Show
1:00 - 2:00	Tours or General Events
2:00 - 2:15	Evaluations and leave for home

ADVANCED CARPENTRY

DESCRIPTION: The student will be expected to assemble a letter holder using the tools provided, according to the directions/descriptions given.

RULES:

1. Place safety glasses on properly.
2. Select correct sizes of wood from piles.
3. Select and use appropriate screws.
4. Screw pieces of wood in place, following directions/descriptions.
5. Attach clothes clip to correct part of paper holder.
6. Student will be judged on proper use/selection of equipment.
7. Student will be judged on accuracy and sturdiness of finished project.
8. If there is a tied score, the time it took each participant to complete the assembly will be used.

EVALUATION:

Student Name:

School: Baraboo Reedsburg Sauk Prairie WI Dells

Grade: 9 10 11 12 18-21

Excellent – **5** Good – **4** Average – **3** Below Average – **2** Poor – **1** Not Demonstrated – **0**

1. Placed safety goggles on properly.	5	4	3	2	1	0
2. Selected correct wood pieces	5	4	3	2	1	0
3. Selected proper hardware	5	4	3	2	1	0
4. Used slotted screwdriver	5	4	3	2	1	0
5. Inserted screw correctly	5	4	3	2	1	0
6. Followed directions/descriptions	5	4	3	2	1	0
7. Attached/glued clip correctly/neatly	5	4	3	2	1	0
8. Put felt on bottom in four corners	5	4	3	2	1	0
9. Indicated when done	5	4	3	2	1	0
10. Sturdiness of assembled holder	5	4	3	2	1	0

TOTAL_____50 points maximum

Total time to assemble: [ ]

Judges comments:

(Write student's name on bottom of letter holder)

Rating Sheet: Office Receptionist

Name:_____ Total Pts. _____

School: _____ Time: _____

Directions: The participant will have to file a stack of papers in the appropriate location (alphabetically) in a file. They will have 5 minutes to file the papers in the correct location. The participant will then have to take a phone call and write down a specific message for a person.

Skill Level Demonstrated	1	2	3	4
	No Skill	Some Skill	Good Skill	Very Skilled
1. Participant has a neat appearance				
2. Takes phone message accurately (check for name, number, and time to return call)				
3. Files copies correctly 30-40 items 4 20-29 items 3 10-19 items 2 < 10 items 1				
4. Makes photo copies appropriately ---no assistance 4 ---help with placement/ second attempt 3 ---needed help and still could not complete 2 ---needs lots of help 1				
5. Participant finishes work Then---- Asks for more work 4 Indicates task is complete 3 Approaches judge 2 Sits waiting for instructions 1				
Total Points in Each column				

Comments:

"Best Bagger"

Individual Score Sheet for Paper Heat

Contestant Name: _____ School: B R SP WD

Skill	Points Possible	Points Awarded
SPEED – 10 Points Contestant should bag orders significantly more quickly than the average bagger. Time — Points 1- 1 ½ minutes — 10 1 ½ - 2 minutes — 9 2 - 2 ½ minutes — 8 2 ½ – 3 minutes — 7 3 – 3 ½ minutes — 6 3 ½ - 4 minutes — 5 4 – 4 ½ minutes — 4 4 ½ - 5 minutes — 3 5 – 5 ½ minutes — 2 5 ½ + minutes — 1		
Proper Bag Building Technique – 10 points Contestants should be able to arrange groceries correctly within a paper sack. His or her packing should involve these steps: 1. Placing heavy cans on the bottom of the bag 2. Framing boxed items around bag's wall to create a "cushion" for other items 3. Inserting bottles and other glass-encased groceries in the center of the sack 4. Placing crush-ables, such as produce,bread and eggs on top 5. Slipping small items, like packs of gum, between the spaces in bag.		
Distribution of Weight Between Bags – 5 Points Contestants should know how to distribute groceries between sacks so that all sacks in an order are appropriately equal in weight.		
Style, Attitude and Appearance – 5 Points All contestants should present a neat appearance, be polite and convey a customer-oriented attitude. Contestants will be judged, in part, on their composure and self-confidence. Must ask customer if s/he prefers paper or plastic bags.		
Total Score for Paper Heat		

Job Olympics

Bussing Dishes Rating Sheet

Name:_____ Total Points: _

School:_____ Start Time: _____

Finish Time: _

Directions: Show the participant the example of a correct place setting; the table to be cleared which needs to be set like the example; the items on the cart; where to put the dirty dishes; read the directions the same for each participant.

Skill Level Demonstrated	1 Not Skilled	2 Some Skill	3 Moderate Skill	4 Very Skilled
1. The participant arrived on time and introduced himself or herself.				
2. The participant asked questions if appropriate. • (If unable to observe, score 3 if the participant completes the clearing and set-up correctly)				
3. The participant goes about the bussing task in an organized fashion.				
4. The participant clears the table assigned to match the tables to be set up.				
5. The participant wipes down the table before resetting. (Table should not be real wet)				
6. The participant correctly sets the table within the following error ranges: • 0-1 mistakes = very skilled • 2-3 mistakes = moderate skill • 4-5 mistakes = some skill • 6 or more mistakes = not skilled				
7. Participant completes the cleaning within: • 1-4 minutes = very skilled • 5-7 minutes = moderate skilled • 8-9 minutes = some skill • 10 or more = not skilled				
Total Points in each column				

Job Olympics

Making the Bed Rating Sheet

Name:_____ Total Points: _____

School:_____ Start Time: _____

Finish Time: _____

Directions: In teams of 2, participants will be shown an example of a made bed. Participants are to make a stripped bed according to the example with the fewest number of errors in a timely manner.

Skill Level Demonstrated	1 Not Skilled	2 Some Skill	3 Moderate Skill	4 Very Skilled
1. Arrives on time and introduces himself/ herself to the judges.				
2. Places the fitted sheet on the bed (seams face down).				
3. Places pillow cases on 2 pillows and then places pillows at the top of the bed touching the headboard with the open ends facing out.				
4. Places top sheet on the bed to about ½ way on the pillows (seams face up).				
5. Places foam blanket on the bed with the top of the blanket touching the bottom of the pillows.				
6. Folds over excess top sheet over the blanket and tucks in the blanket and sheet underneath the sides and end of the mattress.				
7. Places the bedspread on the bed with the fitted corners at the end of the mattress fitting snuggly, all sides touching the floor.				
8. Folds back top of bedspread to the bottom of the pillows and then placing the pillows on the folded edge of the bedspread to form a crease.				
9. Pulls the bedspread over the pillows finishing the bed.				
10. Correctly makes the bed within the following error ranges: • 0-1 mistakes = very skilled • 2-3 mistakes = moderate skill • 4-5 mistakes = some skill • 6 or more mistakes = not skilled				
11. Completes the bed within: • 1-4 minutes = very skilled • 5-7 minutes = moderate skilled • 8-9 minutes = some skill • 10 or more = not skilled				
Total Points in each column				

Job Olympics

Silverware Rating Sheet

Name:_____ Total Points: _____

School:_____ Start Time: _____

Finish Time: _____

Directions: Students must roll silverware (fork, spoon and knife) in a napkin and sealed with a wrap. Points are given to the total number of correctly rolled sets in 10 minutes.

Total number of rolled sets	
(-) Number of incorrect sets	
(=) Total Points	

Job Olympics

Silverware Rating Sheet

Name:_____ Total Points: _____

School:_____ Start Time: _____

Finish Time: _____

Directions: Students must roll silverware (fork, spoon and knife) in a napkin and sealed with a wrap. Points are given to the total number of correctly rolled sets in 10 minutes.

Total number of rolled sets	
(-) Number of incorrect sets	
(=) Total Points	

Job Olympics

Custodial Rating Sheet-Bathroom (team (2) event)

Name:_____ Total Points: _____

School:_____ Start Time: _____

Finish Time: _____

Directions: Participants will clean the bathroom by removing dirty towels, wiping counter top and mirrors, and restocking items and placing them in their correct location. Maximum time for this competition is 12 minutes. This score will be combined with team member's custodial rating sheet.

Skill	1 Not Skilled	2 Some Skill	3 Moderate Skill	4 Very Skilled
1. Arrives on time and introduces to himself/herself to judges				
2. Removes dirty towels and placing them in the hamper.				
3. Cleans the countertop and the sink using spray bottles and rags.				
4. Places towels, washcloths, soap, water cups, and ice bucket in the correct places in a neat and orderly fashion. (see pictures)				
5. Stocks a new toilet paper behind the roll and on the roll. (see pictures)				
6. Pulls cover off of tissue holder and restocks tissue box. Places cover on holder and pulls tissue through opening. (see pictures)				
7. Cleans the mirror on the door and the mirror over the sink using spray bottles and rags.				
8. Completes the cleaning within: • 3-5 minutes = very skilled • 6-8 minutes = moderate skilled • 9-11 minutes = some skill • 12 or more = not skilled				
Total Points in each column				

Comments: _____

_____

_____

Rating Sheet: Interview

Name:_____**Total Pts. ____**

School: _____ Time: _____

Directions: Each Participant will choose from three different jobs to interview for. Questions will be asked and judged for appropriateness. Maximum time for interview is 10 min.

Skill Level Demonstrated	1	2	3	4
The following questions will be rated:	No Skill	Some Skill	Moderate Skill	Very Skilled
1. Tell me about yourself (what you like to do, hobbies, interests)				
2. What school subjects do you like best?				
3. Have you had any work experience?				
4. What are your main strengths?				
5. What are your main weaknesses?				
6. Why do you think you might like this particular job?				
7. What do you do when you don't know how to do something at school or work?				
8. Tell me about a time when you had problems getting along with a supervisor, teacher, co-worker or student. What happened and what did you do?				
9. Who would be able to give us a reference?				
10. Do you have any questions?				
TOTAL POINTS IN EACH COLUMN FOR QUESTIONS ONLY				

Continue scoring on the back

TOTAL POINTS:_____
(for this side only)

Comments:

Job Olympics
Rating Sheet: Laundry

Name:_____
School:_____

Total Pts. _____ Time (in minutes)_____

Directions: Participants will have 10 minutes to fold 3 sets of 25 towels. Towels are 3 different sizes: bath towel, hand towel and washcloth. They will be shown the proper way to fold the items and then a sample will be placed on the table for the participant to look at while folding. There will also be pictures showing the steps. (For CDS students, additional demonstrations may be necessary but they still will only have 10 minutes to fold the towels.) Point values for correctly folded towels: 1 pt-washcloth, 2pt-hand towel and 3pts-bath towel.

CATEGORY	0 points	1 point	2 points	3 points
Introduces himself/herself	No	Yes		
Number of towels folded		Washcloths_____ Points	Hand towels____ Points	Bath towels_____ Points
Errors in stacking and sorting towels in a neat and orderly fashion (minus the number of errors from towels folded)				
Total Points				

Comments:

JOB OLYMPICS

TIME AND MONEY MANAGEMENT

NAME:_____

SCHOOL:_____

SCORE:_____

TIME:_____

Rating Sheet: Office Assistant

Name:_____ Total Pts._____

School: _____ Time: _____

Directions:

1. Participant will be given a letter to type. Upon completion, have the judge check the work.
2. The participant will be given 3 minutes to file as many items as possible in the correct location.
3. Make 15 copies of one of the pages they filed.

Skill Level Demonstrated	1	2	3	4
	No Skill	Some Skill	Good Skill	Very Skilled
1. Participant has a neat appearance				
2. Types letter correctly: 0-2 errors 4 3-4 errors 3 5-6 errors 2 7> errors 1				
3. Filing Papers (5 minute time) 0-2 errors 4 3-4 errors 3 5-6 errors 2 7< errors 1				
4. Makes photo copies appropriately ---no assistance 4 ---help with placement/ second attempt 3 ---needed help and still could not complete 2 ---needs lots of help 1				
5. Participant finishes work Then---- Asks for more work 4 Indicates task is complete 3 Approaches judge 2 Sits waiting for instructions 1				
Total Points in Each column				

Comments:

STUDENT SCHEDULE

is scheduled to participate in the following events.

TIME	EVENT	ROOM
_____	_____	
_____	_____	
_____	_____	
_____	_____	

While waiting for events, students will need to work on:
An Application-$1
Write 2 Thank you notes-$2
Lunch is $3-so make sure it's all done.

Thanks

APPENDIX F – On Campus Experience

Moving Forward-Your Future

March 21, 2014 8:30 am - 2:15 pm MATC Watertown

Jefferson County Transition Network

The mission of the Jefferson County Transition Network members is to provide efficient, high quality support and guidance to the community, specifically youth with special needs, as they transition from school to adult life.

Registration is due by:

February 1, 2014

To Register please visit:

http://form.jotformpro.com/form/40013812971952

This conference is for high school students with disabilities who will graduate in 2014 and 2015 to support their transition into adulthood and life after high school. The cost of $15 per student is covered by the school district. A light breakfast and lunch will be provided. The conference is sponsored by the Jefferson County Transition Network. Transportation to and from the conference will be provided by the school district.

TOPICS:

- Social Media
- "What Not to Wear" Fashion Show
- Money Management
- Employment Skills
- College Preparation
- Independent Living
- Assistive Technology
- Community Resources

If you have any questions please contact your school's Director of Pupil Services

Cambridge: Krista Jones
Phone: 608-423-4345, ext. 4106
Email: kjones@cambridge.k12.wi.us

Fort Atkinson: John Peterson
Phone: 920-563-7804
E-mail: petersonj@fortschools.org

Jefferson: Sara Totten
Phone: 920-675-1062
Email: tottens@jefferson.k12.wi.us

Johnson Creek: Kristine Blakeley
Phone: 920-699-3481
E-mail: blakeleyk@johnsoncreek.k12.wi.us

Lake Mills: Drew Wellman
Phone: 920-648-2474
E-mail: drew.wellman@lakemills.k12.wi.us

Palmyra-Eagle: Bridget Kotarak
Phone: 262-495-7101, ext. 2214
E-mail: bkotarak@palmyra.k12.wi.us

Waterloo: Susan Piazza
Phone: 920-478-3633, ext. 2120
E-mail: piazzas@waterloo.k12.wi.us

Watertown: Erin Meyer
Phone: 920-262-1460
E-mail: meyerc@watertown.k12.wi.us

Whitewater: Lanora Heim
Phone: 262-472-8712
E-mail: lheim@wwusd.org

Schedule

8:15 - 8:30:	Registration
8:30 - 9:20:	Comedy Sportz
	Breakout Sessions
9:25 – 10::00:	Breakout
10:05 – 10:40:	Breakout
10:45 – 11:15:	*Lunch*
11:20 – 11:55:	Breakout
12:00 – 12:35:	Breakout
12:45 – 1:45:	Employer and Student Panel

Where:
Waukesha County Technical College
Richard T. Anderson Education Center
800 Main Street
Pewaukee, WI 53072

When:
Tuesday, October 16, 2012
8:15 am – 1:45 pm

Cost:
$175 per school (each school may send up to 12 students and 2 staff). This fee includes lunch.
$15 for each additional student beyond 12 students

Questions???
Contact Karen Cesar at
karen.cesar@dwd.wisconsin.gov or
262-548-5868

BREAKOUT SESSION CHOICES
(Students will attend four sessions)

- ***Charge It!*** - Learn about credit cards, checkbooks and other money issues. It not be as easy as you think!

- ***Finally an Adult -*** Along with adult righ adult responsibilities. Learn what you know about being an adult. Learn abo importance of self-advocacy while you in high school and in the adult world!

- ***Career Development -*** Career Develop a process by which an individual develo refines an understanding of self, develo career identity, and exercises the abilit plan for the future. Students will begin career exploration process and be prov with tools to use for further career exploration. **This session will count for sessions.**

- ***Smart Tenants -*** Are you looking forwa moving out? Learn how to read and understand your lease, when can the la keep your security deposit, 5 easy step avoid eviction. Learn a few things the la may not want you to know.

- ***College Jeopardy -*** If your future goals i going to college or technical school, yo want to attend this session to find out make it happen!

- ***Exploring Careers: What's Right for yo*** This session will help participants deter their personality type and career might right fit.

- ***WCTC Tour*** – Take a tour of the WCTC **This session will count for 2 sessions.**

PLEASE SAVE THE DATE!

Take Charge

Of Your Future!

Tuesday, October 16th

The Waukesha County Transition Advisory Council (TAC) is planning their 7th annual self-advocacy and self-determination workshop for high school special education students in Waukesha County.

Large group presenters will be:

- Comedy Sportz
- A panel of seniors/graduates who will speak about disability awareness, their self advocacy experiences and what they're doing now
- A panel of employers

Students will choose from various breakout sessions that will introduce them to the awareness, skills and possible connections needed, to help them achieve their goals after leaving high school.

*Waukesha County high schools are invited to send a maximum of 12 students and 2 teachers to participate in this full day event.

Cost: $175 per school (includes cost for lunch)
Location: Waukesha County Technical College, Richard T. Anderson Center

***Registration brochure and more information will be available in September 2012**

*Questions?
Contact Cheri Sylla, 262-787-9500, ext. 9565 or csylla@cesa1.k12.wi.us

Title of Event: Take Charge or Your Future - (Submitted by Waukesha CCoT)

Audience: 9th - 12th Grade

Time: 8:15 AM - 1:45 PM

Purpose of Event: To show high school students how self-advocacy and self determination can positively impact the overall transition process from secondary to postsecondary life as it relates to education, employment and independent living.

Description of Event: This annual self-advocacy and self-determination day long workshop takes place on a technical college campus. The event starts out in a large group setting with presentations from a panel of senior/graduates who talk about disability awareness, their self advocacy experiences and what they are currently doing. In addition, a panel of employers are there to share their perspectives on the importance of self-advocacy and self-determination skills and how it relates to the work environment. After the large group presentation students attend various breakout sessions that will introduce them to the awareness, skills and possible connections needed, to help them achieve their goals after leaving high school.

Activities of the Event:
Prior to the event
Students are asked to rank, based on interest (1 = Most to 5 = least interested), the breakout sessions listed below:

- ***Charge It!*** - Learn about credit cards, checkbooks and other money issues. It may not be as easy as you think
- ***Finally an Adult -*** Along with adult rights come adult responsibilities. Learn what you need to know about being an adult. Learn about the importance of self-advocacy while you are still in high school and in the adult world!
- ***Career Development -*** Career Development is a process by which an individual develops and refines an understanding of self, develops a career identity, and exercises the ability to plan for the future. Students will begin the career exploration process and be provided with tools to use for further career exploration. **This session will count for 2 sessions.**
- ***Smart Tenants -*** Are you looking forward to moving out? Learn how to read and understand your lease, when can the landlord keep your security deposit, 5 easy steps to avoid eviction. Learn a few things the landlord may not want you to know.
- ***College Jeopardy -*** If your future goals include going to college or technical school, you will want to attend this session to find out how to make it happen!
- ***Exploring Careers: What's Right for you? –*** This session will help participants determine their personality type and career might be a right fit.
- ***WCTC Tour*** – Take a tour of the WCTC campus. **This session will count for 2 sessions.**

Individual schedules are then created based on their top 4 session choices.
On Event Day: After a 15 minute registration the event begins with a 50 minute opening speech by Comedy Sportz followed by two 35 minute breakout sessions, a 30 minute lunch, two more 35 minute breakout sessions and ends with a 60 minute student and employer panel discussion.

Planning Materials Needed for Event:

- Contract for room usage at Technical College
- Event Brochure
- Student Session Survey

- Parent/Student Permission Slip
- Emergency Information
- Presenter List / Contact information

Handouts Needed for Event:

- Student Schedules
- Event Agenda

Other:

- **Fee:** $175 per school (each school may send up to 12 students and 2 staff). This fee includes lunch. $15 for each additional student beyond 12 students

Take Charge

Of Your Future

Waukesha County Technical College
October 16th
Sponsored by the Waukesha County Community on Transition

BREAKOUT SESSIONS
(students will attend four sessions)

#1 - *Charge It!* - Learn about credit cards, checkbooks and other money issues. It may not be as easy as you think! **Speaker: Scott Heine, Educators Credit Union**

#2 - *Finally an Adult* - Along with adult rights come adult responsibilities. Learn what you need to know about being an adult. Learn about the importance of self-advocacy while you are still in high school and in the adult world! **Speaker: Mary Ann Beckman and Barb Whyte, Arrowhead School District**

#3 - *Career Development* - Career Development is a process by which an individual develops and refines an understanding of self, develops a career identity, and exercises the ability to plan for the future. Students will begin the career exploration process and be provided with tools to use for further career exploration. **This session will count for 2 sessions. Speaker: John Pritchett, Workforce Development Center**

#4 - *Smart Tenants* - Are you looking forward to moving out? Learn how to read and understand your lease, when can the land lord keep your security deposit, 5 easy steps to avoid eviction. Learn a few things the land lord may not want you to know. **Speaker: Mary Peshel, Community Action Coalition for South Central Wisconsin**

#5 - *College Jeopardy* - If your future goals include going to college or technical school, you will want to attend this session to find out how to make it happen! **Speaker: Colleen Gonzalez, Waukesha County Technical College and Nancy Cechvala, Opportunities, Inc.**

#6 - *Exploring Careers: What's Right for you?* – This session will help participants determine their personality type and career fits. **Speaker: Lori Feurerstein, Waukesha County Technical College**

#7 – WCTC Tour - Take a tour of the WCTC campus. This session will count for 2 sessions. Trish Hornburg, WCTC

OUR THANKS TO THE FOLLOWING:

Breakout Session Presenters

- *Scott Heine, Educators Credit Union*
- *Mary Ann Beckman, Arrowhead School District*
- *Barb Whyte, Arrowhead School District*
- *John Pritchett, Workforce Development Center*
- *Mary Peshel, Community Action Coalition for South Central Wisconsin*
- *Nancy Cechvala, Opportunities, Inc.*
- *Colleen Gonzalez, WCTC*
- *Lori Feurerstein, WCTC*

Student Panel

- *Dave Bechtl - University of Wisconsin Oshkosh*
- *Jamie Zelecowski, Marketing student, WCTC*

Employer Panel

- *Carl Pittz from Piggly Wiggly*
- *Erik Martin from Pantheon*

***A HUGE THANK YOU to the Waukesha County TAC members who made this event possible for the 7th year!!!*

Tools for Success Sauk County Transition Team

Target Group: 10th-11th graders with mild to moderate disabilities

Purpose:

- Give students an opportunity to receive information about post-secondary education options
- Give students an opportunity to receive information on transition related topics

Description:

"Tools for Success" is student conference held every three years. It is held at the local UW 2 year College during their break, either winter or spring. The purpose of this conference is to share transition information with students as they prepare for life after high school. The conference has sessions that focus on the needs students with disabilities have as they transition to post-secondary options, including education, training, workforce and life.

Activities:

There are 6 sessions that vary from conference to conference. The students choose 4 to attend. The day is run like a conference and includes a kick off speaker. Session presenters are local representatives of post-secondary institutions and other agencies that students will be part of after high school.

Here is a list of sessions:

- Social Networking
- Beyond High School: Post-Secondary Education-2&4 year Colleges
- Law and Order: Adult Responsibilities and Rights
- Differences between High School and College
- Money, Money, Money
- Team Building: Group Dynamics/Team Building
- Future Career Trends
- Earn while you Learn: Apprenticeships

Planning and Materials:

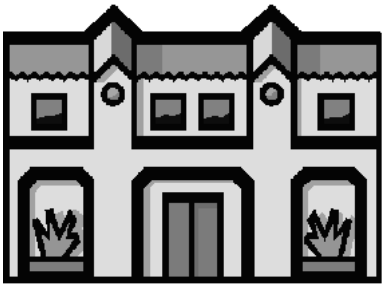
Each district splits these planning tasks:

- Scheduling
- Evaluations
- Forms
- Session Planning
- Lunches
- UW Campus Reservations
- Assigning Supervision

Budgeting: This is an inexpensive event if no lunch is provided. The local UW campus waives the fee for use.

<u>Tools For Success Conference</u>:
Thursday, January 6
8:45 – 2:00 PM
UW-Baraboo Sauk County Center
(Snow Date: Friday, Jan. 7, 2010)

Presentation Title and Time	**Presenter**	**Aural Umhoefer Bldg. Room #**	**IT Equipment Needed**
REGISTRATION 8:45 – 9:15	REGISTRATION	Lobby	N/A
Kick Off Presentation 9:15 – 9:30		A4 – Kenyon Lecture Hall	Microphone
MATC – Differences Between High school and College and Disability Disclosure Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10	Jamie Schlachter(MATC)	A18 ⇩	Document Projector Power Point
Beyond High School 2 and 4-year colleges Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10	Jan Gerlach (UW-Baraboo)	A153 ⇧	Document Projector Power Point TV/VCR
Law & Order Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10	Matt Alt (Police) – Sauk Erin Brennan (Attorney) - Sauk	A69 ⇩	No AV needs
Money, Money, Money Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10		A155 ⇧	Document Projector
Social Networking Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10	Jessica Kaehny	A4 – Kenyon Lecture Hall ⇩	Document Projector Power Point
Team Building: Group Dynamics & Problem-Solving Session 1 9:30 – 10:10 Session 2 10:20 – 10:50 Session 3 11:00 – 11:30 Session 4 11:40 – 12:10	Brian Kenney (Dells)	A118 ⇧	
LUNCH 12:30-1:00		Cafeteria	
1:00-1:30	Re-Cap and Evaluations	Cafeteria	



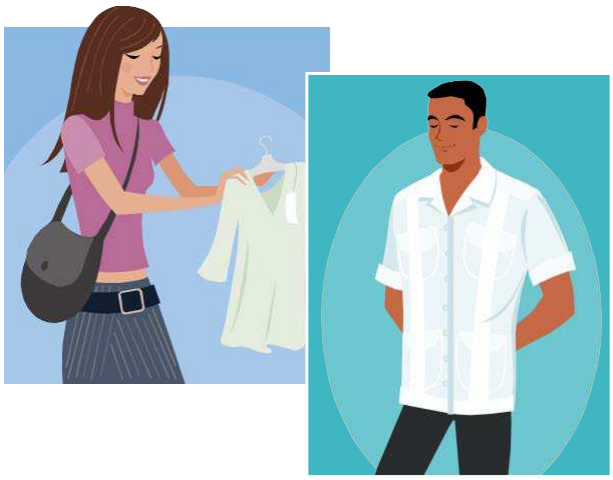
APPENDIX G – Reality Fair©

APARTMENT RENTAL STATION

Purpose	Provides apartments and duplex rental units for students to choose if they don't want to purchase a home.
Role of Volunteer(s)	• Answer student questions • Explain advantages/disadvantages of renting versus purchasing • Assist students in selecting appropriate apartment based upon their life status • Direct to Fate Station for Compatibility Quiz if 2 single students want to rent together • Married couple needs at least 1 bedroom • Married couple with 2 kids needs 2 bedrooms minimum. • Married couple with 3 kids needs 3 bedrooms minimum. • Collect monthly payment • After selecting their rental, circle the corresponding letter of the rental on the Reality Check worksheet. Students will provide this information at the Insurance Station. • Have the students make a check payable to ***Apartment/Rental***. • Make sure student has properly written and signed their check. • Stamp Reality Check worksheet • Put the checks in the Check Envelope
Materials Provided	• Rental units and price information • Compatibility Quiz • Checks envelope • Stamp

APARTMENTS & DUPLEXES

APARTMENTS	Monthly Payment	
1 Bedroom; 1 bath; 800 sq. ft.	$550	A
2 Bedrooms; 2 baths; 1160 sq. ft.	$600	B
3 Bedroom; 2 baths; 1450 sq. ft.	$750	C
Duplexes		
2 Bedrooms; 1.5 baths; 1050 sq. ft.	$700	D
3 Bedrooms; 1.5 baths; 1250 sq. ft.	$850	E
3 Bedrooms; 2.5 baths; 1500 sq. ft.	$950	F



APPAREL STATION

Purpose	Offers apparel options for students that match their lifestyle and career choices. Students purchase apparel for each family member. This is a required purchase.
Role of Volunteer(s)	• Answer student questions • Discuss apparel options with students • Students must purchase from this booth • Guide students to make reasonable selections • Collect monthly payment • Have the students make a check payable to ***Apparel***. • Make sure student has properly written and signed their check. • Stamp Reality Check worksheet • Put the checks in the Check Envelope
Materials Provided	• Chart of apparel options • Stamp • Checks envelope

APPAREL

Monthly Payment
(per person in household)

MALE

Good (store brand)	$ 50.00
Better (name brand)	100.00
Best (designer brand)	150.00

FEMALE

Good (store brand)	$ 75.00
Better (name brand)	150.00
Best (designer brand)	250.00

CHILD

Good (store brand)	$ 50.00
Better (name brand)	75.00
Best (designer brand)	100.00

The Reality Store

Booth Descriptions

Bank: Students deposit their paycheck and receive a checkbook. Some students will have their paychecks garnished for child support while others may receive child support, and must also deduct student loan payments. Students stop back to have their checkbooks reviewed for properly written checks and a running balance. They will return once again for any deposits that need to be made from refund and fate deposits which they will have a running total of on their checklists. A final stop will be made to decide whether or not to open a savings account and to pay the balance, or the minimum of 10% on their credit card use.

Housing: Students will choose to rent an apartment or buy a home and pay accordingly. (The mortgage payment includes real estate taxes and mortgage insurance) Students must consider their life status (i.e., single, married, children) when making a decision. (A married student with two children cannot choose a one-bedroom apartment.) If a student is single and wants to share an apartment with another single student, they can take the "Roommate Compatibility Quiz"; they must match 5 of 8 answers to be eligible. ***(check only)***

Automobile Dealer: Students will select either a new or used vehicle and make their monthly payment. If a student is single and has no children, they may elect to not purchase a vehicle. However, they must stop at the Government Services Booth to purchase bus tokens for the month. Married students with a working spouse **must** purchase **two** vehicles. ***(check only)***

The following booths can be visited in ANY order – the student chooses. All UNDERLINED BOOTHS require the student to make a purchase, unless their life status dictates otherwise.
Students must visit every booth and get their checklist stamped, even if no purchase is made.

Charitable Contributions: Students must budget for charitable contributions (i.e., community organizations, church, etc.)

Child Care: Only students who have sole custody of their children will pay for child care. Single or divorced students with children who live with the other parent have already had child support deducted from their paycheck before they entered the store. Single or married students with children must make a child care choice. If both parents are working, they must pay for after-school care.

Fate: Students must make two visits to the fate booth to draw a card during their visit to the Reality Store. Some cards will bring cash their way and others will require them to pay. ***(check or credit card)***

Government Services: Some students will visit this booth to pay fines for citations issued by the roaming police officer. A time limit is imposed for paying fines – late payments will result in higher fines. Students may also visit this booth seeking legal advice. Students who are single with no children who did not purchase a vehicle must purchase bus tokens to commute to/from work at this booth. Some students will be directed to this booth to purchase a copy of a birth certificate or hunting/fishing licenses.

Insurance Cashier: Students visit the following insurance booths first and then visit the cashier to make one payment for auto, home, renters, life, dental, medical, and vision insurance at this booth.

Auto Insurance: If students purchased a vehicle, they must purchase auto insurance for each vehicle they own. The student will note the price on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Homeowners or Renters Insurance: All students must purchase homeowners or renters insurance based on their housing choice. The student will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Life Insurance: Students have the option of purchasing a policy. Whole life and term life policies will be explained. The student will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Dental & Vision Insurance: Students have the option of purchasing dental and/or vision insurance. Policies are explained to the students. If the student makes a purchase, they will note the premium(s) on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Medical Insurance: Students are required to purchase coverage based on their family status. Students will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Investments: All students must meet with a financial consultant to discuss investment opportunities. An investment is required, but the students determine the amount. ***(check only)***

Leisure & Entertainment: Students visit the booth and must purchase from at least one of the sections and make one payment at this booth.

1 - Travel: Students choose from a list of vacation packages.
2 - Dining Out: Students choose from fast food, casual, or fancy restaurants.
3 - Family Activities: Students choose from a list of activities.

**All students with children will pay $25 for babysitting for the month.

Big Toys: Students choose from a variety of big ticket items (big screen television, ATV, boat, jet ski, etc.). Students are not required to make a purchase.

Part-Time Jobs: Students experiencing financial hardship can visit this booth to inquire about a part-time job. They will be matched with a job based on their skills.

Memberships: Students must be a member of a professional club or organization. Additional options will be presented such as swimming lessons, dance lessons, etc.

Telephone/Cable Television Bundles: Students must purchase telephone service and have the option of selecting cable service.

Energy Company: Students must pay their energy bill based upon their housing selection.

Retail Credit Card Purchases: Students **must use their credit card** to pay for purchases made at the clothing, personal, and household products and convenience store booth. The total amount of purchase will be recorded on page four of the student checklist and payment will be made to their financial.

Clothing: Students must choose an option that best fits their career. Students who have children living with them must purchase clothing for them as well.

Convenience Store: Those students who purchased a vehicle calculate their monthly gasoline consumption using a formula posted at the booth.

Personal & Household Products: Students must choose the product level they want to purchase. Students who have children living with them who are age 2 or under must purchase diapers and formula.

Groceries: Students must make a purchase based on their life style and life status.

Pets: Pet owners are required to stop and pay for monthly food expenses. Students will roll the dice to see if their pet had any veterinarian bills for the month.

Roaming Police Officer: Students are stopped at random and asked to choose a card. Some will receive money for Crimestopper tips and others will pay for traffic/miscellaneous violations. Students have 30 minutes to pay their fines at the Government Services Booth.

Exit: A volunteer will review the student's checklist to ensure all booths were visited, fines were paid, and their checkbook is balanced. Students cannot leave the store with a negative balance – they must go to S.O.S. to resolve their finances.

CABLE/INTERNET/PHONE

	Monthly Payment
CABLE	
Basic	$55.00
Expanded Basic	$75.00
Premium	$100.00
INTERNET	
High-Speed Internet	$30.00
PHONE	
Landline (unlimited long distance)	$40.00
BUNDLE	
Phone/Internet/Cable	$120.00

CABLE/INTERNET/LANDLINE STATION

Purpose	Sell cable, internet, and landline services to students. This is a required station. If students decline phone service, make sure students understand the difficulty in making and receiving calls without a phone. A phone is especially important in case of emergency and looking for employment. Internet service cannot be selected without phone service.
Role of Volunteer(s)	• Explain options to students • Answer student questions • Collect monthly payment • Have the students make a check payable to ***Cable/Internet/Phone*** • Make sure student has properly written and signed their check • Stamp Reality Check worksheet • Put the checks in the Check Envelope
Materials Provided	• Price sheet including package rate • Stamp • Checks envelope

CHILDCARE

FIRST CHILD (for children 5 and under)

$1260 **MONTHLY (5 DAYS A WEEK)**

FOR A SECOND CHILD, ADD AN ADDITIONAL $550 PER MONTH

REALITY FOR LIFE

Apartment Compatibility Quiz

You may complete this quiz to see if you and another person would be compatible as roommates. This will allow you to share living expenses if you are having trouble balancing your budget or if you just prefer to have a roommate.

Directions: Complete the questions below on your own. Do not discuss or share answers with your potential roommate. When both of you have completed the questions, you will compare responses. You must have at least 6 of the 8 questions answered the same in order to become roommates.

		Yes	No
1.	If I have a choice, I prefer to sleep in—at least until 8 am or after.		
2.	I like to stay up late at night—midnight or after.		
3.	When I'm home I like to have a quiet environment—TV is off and I might have quiet background music on or no music at all.		
4.	My clothes are always picked up and organized.		
5.	My idea of a good time is to have an apartment full of friends and they are welcome to stop by anytime—even ur announced.		
6.	When I cook, I have every pan in the kitchen dirty and in use.		
7.	When I am done eating, my dishes go in the sink and I will wash them when I have a full sink.		
8.	I am a bathroom "hog"—I am known for taking more than one shower a day and check my grooming frequently— hair, make-up, beard, etc.		

REALITY FOR LIFE

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4.	My clothes are always picked up and organized.		
5.	My idea of a good time is to have an apartment full of friends and they are welcome to stop by anytime—even ur announced.		
6.	When I cook, I have every pan in the kitchen dirty and in use.		
7.	When I am done eating, my dishes go in the sink and I will wash them when I have a full sink.		
8.	I am a bathroom "hog"—I am known for taking more than one shower a day and check my grooming frequently— hair, make-up, beard, etc.		

Dear Students of UW-Whitewater:

I am writing this letter to ask students to volunteer for the CESA #2 Reality for Life Event for students with disabilities from school districts with in the CESA #2 Region (including Beloit). The event, "Reality for Life" is a financial literacy training activity for students. Many volunteers (40) are needed to make the event happen.

Students participating in the event have researched their career interest areas. They have decided on a career and researched the monthly income of that career. They will enter the event with a paycheck based on this information. Then they will begin the journey through the Reality for Life to pay monthly bills, pay child care if needed, draw their fate, and avoid the police officer for possible additional expenses. Students visit various businesses (tables), make their choice, pay the bill and move on to the next business. They handle their funds by using a checking account. To exit the event, they must have money left. If not, they must exchange something, if they can, or get a second job.

Volunteers are needed to staff the businesses, collect the money, help balance checkbooks, act as Police Officers, assist the students, and others. The students gain a real life experience, most often for the first time, of budgeting their money and gain a realistic look at their financial future based on their career choice.

Reality for Life
Tuesday October 18th
8:00 am – 2:00 pm
Holiday Inn Express
Janesville

To make this event happen, we rely on volunteers. Lunch is provided to all volunteers. If you can help the area students please contact:

Pam Jenson
pamjenson@cesa2.k12.wi.us
608-921-1400

Peggy Strong
pstrong@cesa2.k12.wi.us

Thank you,

Gregg Schneider

Entertainment Receipt

The Entertainment Cashier will total all entertainment expenses listed on the Student Reality Check worksheet and collect payment. Students must select any two (2) entertainment options from Big Toys, Vacations, Dining Out, and Family Activities. In addition, students will have to stop and make a purchase at You're Invited. If a purchase is not made, each area still needs to be stamped to verify a visit to that station.

Station	Cost	Stamp
You're Invited (Required)		
Additional Purchases (Choose a Minimum of 2 stations below to make a purchase)		
Big Toys		
Hair, Tanning, Nails		
Dining Out		
Family Activities		
Vacations		
Memberships		
Total (Add You're Invited cost and 2 other purchases)		

FATE CARDS

Bought concert tickets costing $45.00 each, pay – $90.00

Bought Badger tickets costing $50 each pay -$100.00

Weekend get away to the Dells costing - $300

Went to dentist with a toothache - $60 for appt. & $134.00 for filling – pay $194.00

If insured - make payment of $60.00

Went to doctor for yearly appointment – pay $149.00.

If insured - make payments of $50.00

Your rich uncle Leo gave you $100.00 for graduation

Your rich aunt gave you $50.00 just because she loves you.

Went on a shopping spree – pay $100.00

Needed to flush transmission fluids in car, pay $139.99

Needed a hair cut-costing $27.00 and color costing $50.00, pay - $$77.00

Needed a Wind Tunnel vacuum cleaner – pay $179.99

Bought a new car stereo – pay $550

Had a garage sale – profits $ 300.00

Sold produce at farmers market – profit $ 250.00

Watched your neighbors house – he gave you a gift of $75.00

Won $500.00 on the lottery

Helped your neighbor with repairs on him home, received a gift of $100.00

Needed a prescription filled for 3 months – pay $90.00

If insured, pay $15.00

Needed a new pair of glasses – exam $57.00 & Glasses $190.00 - pay $247.00. Make a down payment of $125.00

If insured, pay $50.00

Have Family Game Night – FREE

Received - $100 for Birthday Gift from grandma

Best friend is getting married:
*Girls pay for dress & shoes-costing $210 with 50% down.
*Guys pay $85 for tux and shoes.

Invited to an in-home sales party – Pay $75

Invited to a sporting event – Pay $75 each

Went to the expensive restaurant & had dinner for 2 – pay $50

Threw a party for a friend – pay $100

Invited to a Birthday Party – Pay $15

Invited to a Wedding – Pay $100

Invited to a Wedding Shower – Pay $40

Invited to a Baby Shower – Pay $25

Invited to a Bachelor/Bachelorette Party – Pay $50

Invited to a Weekend Getaway – Pay $200 + babysitting fee

Invited out to Dinner – Pay $50

Invited to the Movies – Pay $15 per person in your family

Invited to a Holiday Party – Pay $25

Have Family Game Night – FREE

Have Family Game Night – FREE

Have Family Game Night – FREE

Card Game Night – Pay $10

Go to an Amusement Park – Pay $50 per person

Join a Book Club - FREE

Go Hiking – FREE

Go on a Bike Ride - FREE

Invited to go Kayak/Canoeing – FREE

Have Family Game Night - FREE

Invited to your class reunion – Pay $100

Go on a Date Night – Parents Only – Pay $75 + babysitting

Invited to a Family Party - Pay $10

Inviting to go Skiing – Pay $30 each

Invited to a Dance Party – Pay $30 each

Invited to a Concert – Pay $50 each + babysitting

Invited to a Potluck – Pay $10

Went to the movies with a friend, pay $20

Bought a gift for your mom – pay $35

REASONABLE LIMITS OF FAMILY LIVING EXPENSES

To determine the percent of take-home pay, each of your expenses represents, divide each dollar amount by your total take-home pay; then multiply by 100.

EXPENSES	REASONABLE LIMITS	YOUR FAMILY AMOUNT	PERCENTAGE
HOUSING	25 – 40%	$_____	_____%
FOOD	18 – 22%	$_____	_____%
TRANSPORTATION	10 – 15%	$_____	_____%
MEDICAL / DENTAL	3 – 15%	$_____	_____%
OTHER CREDIT Not secured loans	0 – 20%	$_____	_____%
CLOTHING / PERSONAL	4 – 10%	$_____	_____%
EDUCATIONAL & RECREATION	0 – 10%	$_____	_____%
CONTRIBUTIONS & GIFTS	0 – 10%	$_____	_____%
OTHER Life Insurance Child Care Investments Misc. and Emergency	2 – 10%	$_____	_____%
SAVINGS	0 – 10%	$_____	_____%
TOTAL **Must be 100%**		**$**_____	_____%

©UW-Extension, Family Living Education
Family Finances - 10

Juneau County Reality Fair

GASOLINE

The average person drives 1,250 miles per month. Based on your vehicle choice, use the chart below to figure your monthly gasoline payment.

Vehicle Choice	Type of Vehicle	Miles Per Gallon
A New—Sport	2011 Scion T-C	31 mpg
B Used—Van	2008 Toyota Sienne	21 mpg
C New—Economy	2010 Scion X-D	40 mpg
D Used—Mid-Sized	2005 Scion X-b	38 mpg
E Used—Truck	2008 Toyota	18 mgp

GROCERIES

	Monthly Payment
***PER ADULT**	
Low Budget (Generic)	$150.00
Medium Budget (Name Brands, i.e. Kraft, Nabisco, Heinz, etc)	$250.00
High Budget (Gourmet—Steak, Lobster, etc.)	$350.00
***PER CHILD (over age 1)**	
	$40.00

***GROCERY FATE CARD: $75.00 FOR THE WEEK

Hair, Nails, and Tanning

Hair Services	
Men- haircut	$20
Women- haircut	$25
Children- haircut	$15
Color	$60
Foil	$70
Nails	
Manicure	$25
Pedicure	$30
Acrylics	$35
Tanning	
1 Tan	$6.95
1 Month Unlimited Tanning	$24.95

Auto INSURANCE

Auto		Monthly Auto Payment	Monthly Insurance Premium
New-Sport	A	$411	$74.35
Used-Van	B	$380	$50.17
New-Economy	C	$189	$55.00
Used-Mid Size	D	$194	$49.00
Used-Truck	E	$449	$48.83
Spouse			
New-Sport	A	$411	$74.35
Used-Van	B	$380	$50.17
New-Economy	C	$189	$55.00
Used-Mid Size	D	$194	$49.00
Used-Truck	E	$449	$48.83

New Lisbon High School

Mary Smith

Life Status Card

Occupation_____Elementary School Teacher

Annual Salary_____$40,270

Marital Status_____Married

Spouse Occupation_____Entry-level

Spouse's annual salary_____$22,900

Number of Dependents_____1
Ages: 5 0

Pet_____Cat

My Monthly Salary_____$3355.83

Spouse's monthly salary_____$1908.33

Total monthly income_____$5264.16

Years of Post-HS Education_____5

Student Loans_____$250

Sample

©2014 Juneau County Reality Fair

PARENT OR GUARDIAN PERMISSION SLIP

On Tuesday, April 15th, students from the Juneau County Schools will have an opportunity to explore their future career in a rather novel way. Students will be participating in the 11th Annual Reality Fair program to be held at Mauston High School. This program is designed to help students understand the financial obligations associated with life after high school.

They are asked to list the career they plan to be involved in at age 25-30. They will be given some help in deciding the amount of money that they will be earning in that career, based on local labor market information. Also, there will be some life decisions randomly made for them. These life decisions will include marital status and number of dependents.

Once these decisions have been made, students will attend the Reality Fair and receive a simulated paycheck for the month from the bank booth. Students will then proceed through the rest of the designated booths meeting with other business people to pay taxes, rent and other expenses such as insurances and groceries.

We want to make sure that the students who attend are motivated to learn something about their future, so please encourage their positive participation. **Because students will be interacting with over 50 business representatives during this event, we ask that they dress in "business casual" attire e.g. khaki's and a nice shirt.**

Should you have any further questions about the Reality Fair event, please contact the teacher listed below.

Please return this slip to ____________________________ **BEFORE** ____________________.
(Participating Teacher's Name)

(Please Print Neatly)
Name of Student____

School District____

Occupation student will be in at age 25-30_______________________________________

Years of schooling for this occupation ____________________ Circle One: Dog Cat No Pet

Salary for **one year** _______________ Salary for **one month** (divide by 12)___________________

Parental Authorization (2 signatures)

>>>

_____ Yes, my son/daughter may attend the Reality Fair event at Mauston High School

_____ No, my son/daughter **may not** attend the Reality Fair event at Mauston High School.

Parent Signature_________________________ **Student Signature**____________________

>>>

I authorize my school district to release my photo, video clips, and/or information regarding my experience with the Reality Fair event at Mauston High School and its services for use in promotional materials, presentations, and informative letters to legislators, media, and other interested parties.

Parent/guardian Signature (if individual named above is under the age of 18)

____ ***Date***_______________

© Juneau County Reality Fair

LIFE STATUS CARDS

Operating without Valid Driver's License
$186.00 fine

Operating a Moped without a valid license
$186.00 fine

Violation of License Restrictions
$186.00 fine

Violation of License Restrictions, No glasses
$186.00 fine

Operating after Suspension
$186.00 fine

Driving with Person Riding Illegally
$160.80 fine

Riding Illegally on Vehicle
$160.80 fine

Underage Person Transporting Intoxicants
$249.00 fine

In-line skate violations
$135.60 fine

Consumption or Possession
3 month suspension
$249.00 Fine
$60.00 to re-instate

Disorderly Conduct
$312.00 Fine

Disorderly Conduct
$312.00 Fine

Malicious Destruction of Property
$312.00 Fine
$100.00 Restitution

Battery
$501.00 fine

Retail Theft
$375.00 Fine
Restitution/Civil Fee $250.00

Theft
$375.00 fine
$100.00 Restitution

Possession of Marijuana
$501.00 fine

Possess Drug Paraphernalia
$375.00 fine

Ride in Prohibited
Area/Street/Private Property w/o
Consent
Fine $135.60

In Park after Posted Hours
$186.00 Fine

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

YOU ARE A GOOD CITIZEN

Reality for Life Event

What is it: An interactive program for students from Dane, Green and Rock Counties designed to demonstrate the need for money management skills, provide an opportunity for students to connect with community business leaders, and allow students to exercise budgeting skills.

When: The event will be held on October 18th at the Holiday Inn Express in Janesville.

We Need You: Volunteers begin arriving at 8:15 AM to set up their booths. A brief orientation and question & answer session is held before the students arrive. Students begin arriving at staggered times throughout the day beginning at 9:00 AM. The store closes around 1:00 PM.

All students have selected an occupation and researched the monthly income for their occupation in this area of the country. Their family status (married, single, children) is randomly assigned. Paychecks are distributed as they enter and Uncle Sam is waiting to deduct his share. If they are married, their spouses' occupation is assigned and his/her earnings are included in the paycheck. Each student visits a bank, deposits their pay, and receives a checkbook. Prior to the day of the event, students have received instruction in the following areas:

Career search & selection

Checkbook balancing skills

Check writing skills

Budget preparation

Student loans

Business volunteers are needed to sponsor booths such as housing, insurance, clothing, groceries, county government, utilities, etc. Students visit every booth during their time in the store and pay their monthly bills based on the choices they have made for housing and transportation and their family status.
If you are interested, please complete the business reply form and either fax or e-mail to Peggy Strong at CESA # 2. All details are on the business reply form.
Thank you in advance for your participation!

Reality for Life Event Student Arrival Schedule
October 20th, 2010

Arrival Times

9:00 am	**Milton**
9:15 am	**Beloit Fresh Start**
9:30 am	**Beloit Turner**
9:45 am	**Beloit Memorial**
10:00 am	**Clinton**
10:15 am	**Parkview**
10:30 am	**Oregon**

Based on information from previous groups, the event should take 1 ½ to 2 hours for your students to move through. This is based on between 17-34 students starting. We have lower numbers so it may go faster. There will be a space available for you to debrief and fill out evaluations.

LIFE STATUS CARD

Name Jordan

Occupation Biomedical Engineer

Degree Level: 4

Marital Status: Married

Number of Children 0 Ages:

You

Annual Salary: $50490

Monthly Salary: $4207.50

Taxes: _____

Your spouse (if married)

Spouse's Annual Salary: $25245

Monthly Salary: $ 2103.75

Taxes (working spouse): _____

Child Support $0

Net Salary: _____

Net Salary (working spouse):_____

Student Loan Amount: $150

****If you are married, make sure you add yours and your spouse's monthly incomes together on the first line of the Reality Check student worksheet.****

NEWS RELEASE

Date: March 13, 2014

Release Date: Immediate Release

Contact: Gail Ellenberger, Business Education Instructor at Craig, 743-5182
Sheryl Miller, Public Information Specialist, 743-5137

Reality Check 2010 Scheduled

The Parker and Craig High School Business Education Departments, in partnership with Forward Janesville, are hosting their 2nd Annual Reality Check on March 3, 2010 at the Parker High School gym.

Reality Check is a hands-on financial literacy event that simulates the game of "Life." Students will: identify career interests, salary, benefits, and quality of life; learn financial planning – setting goals and making decisions; how to balance a checkbook and keep track of monthly income and expenses; and making choices on how to spend money.

There will also be Reality Stations staffed by community business volunteers that will encompass various facets of everyday life. Some of those stations will be as follows:

- Banks/Credit Unions
- Housing
- Transportation
- Insurance
- Utilities
- Child Care
- Groceries
- Travel Y Entertainment
- Clothing
- Personal Care and Hygiene
- Taxes
- Charitable Contributions
- Investments
- And Life's Little Surprises – Fate

If you would like to volunteer to help with this fun and informative activity, please call Nancy Potter at Parker H.S. at 743-5880, email npotter@janesville.k12.wi.us or Sarah VanBerkum at Craig H.S. at 743-5183, email svanberkum@janesville.k12.wi.us.

PHOTO/MEDIA RELEASE

You (your child) has registered for the 2010 CESA #2 Reality for Life Event through their school district. There may be opportunities for the students, staff and volunteers to speak to the media about the Reality for Life Event and their personal experiences throughout this event. In addition, general photos and some video will be taken throughout this process of the Event.

Students selected to speak to the media will do so under the guidance and supervision of an educator, or other staff members involved in the Event.

By signing below, you are giving permission for CESA #2 and WSTI (Wisconsin Statewide Transition Initiative) to use pictures, videotape and other media for purposes relating directly to the Reality for Life Event and CESA #2 Transition Programming (brochures, website, video, promotional materials).

I,_____, (Please check one of the following)
Print Name Here
_____give my permission
_____**Do Not** give my permission

to have my picture and/or video taken for purposes relating directly to the Reality for Life Event and CESA #2 Transition programming.

_____ _____
Student Signature (required) Date

_____ _____
Parent Signature (if under 18) Date

REMINDER

TO:

FROM: Pam Jenson-CESA #2 Transition Consultant

THE REALITY for Life Event

Wednesday, October 20th

Pontiac Convention Center

2809 N. Pontiac Drive ~ Janesville, 53545

A brief orientation meeting will be held at 8:15 AM to cover important logistics for the day. At that time, you will receive information on your booth and instructions for the day.

You have been assigned the **Housing Rent** Booth

Thank you for your commitment to participate !

.

If you have any questions or conflicts, please contact me immediately!
Over 100 students will be participating.

Pam Jenson, CESA #2 Transition Consultant 608-921-1400
We'll see you on Wednesday!

Reality for Life – Career Preparation Activity

(***This activity must be completed by September 22nd, 2010 to participate in the Reality for Life Event***)

Name _____ **School District**_____

We will be spending some time looking at career choices, educational paths, and salary ranges. Please take the time to analyze, reflect, and choose a profession that you will realistically will be doing in the years between 2013-20015. Some things you will need to complete are:

1. An interest inventory to identify areas of career interests.
2. Research 3 career areas of interest. (FYI-The fastest growing career areas in Wisconsin are: Medical Assisting-Data Communication Specialist-Medical Records-Physician Assistant-and Computer Software engineering.

Career websites and assessment tools to find more information for this activity are:

A. MECA System
B. www.CareerVoyages.com
C. www.wiscareers.wisc.edu
D. www.dwd.state.wi.us
E. www.bls.gov/search/ooh.asp?ct=OOH
F. www.career4wi.wisc.edu (click on salary/wages to start)
G. www.salary.com

The average college student changes their major an average of eight times throughout their college years. Your task is to research three (3) careers that you would consider pursuing in the future. Once you have determined those three (3) careers, fill out the following information for each career.

Explore the various websites given and complete the chart below based on living in Wisconsin.

A. Career Choice_____ Site Used _____

Annual Salary $_____Monthly Salary $_____State - WI

Education Requirement_____ (# of Years)

B. Career Choice_____ Site Used _____

Annual Salary $_____Monthly Salary $_____State - WI

Education Requirement _____ (# of Years)

C. Career Choice_____ Site Used _____

Annual Salary $_____Monthly Salary $_____State - WI

Education Requirement_____ (# of Years)

Circle your final Career Choice (A-B-C)-This will be your career and salary for the Reality for Life Event!

REALITY FOR LIFE EVENT

A Hands-on Financial Literacy Event

September 14, 2010

Greetings!

The CESA #2 Transition Program, in partnership with *Forward Janesville* and *Beloit Chamber of Commerce*, is gearing up to bring the "Reality for Life Event" to school districts in Green, Rock and Dane Counties in the 2010-2011 school year. We are contacting volunteers to ask for your assistance to make this event a success for the youth in our area!

Reality for life provides an opportunity for students to:

- Understand how career choice, education, skills, entrepreneurship, and economic conditions affect income.
- Explain how income affects lifestyle choices and spending decisions.
- Demonstrate ability to use money management skills and strategies.
- Understand the purposes and services on financial institutions.
- Match appropriate financial services and products with specified goals.
- Understand factors that affect citizen financial decisions and actions.

Please take a moment to let us know your availability by completing and returning the attached reply form by Monday October 4th. Feel free to fax or e-mail your availability. Please include your e-mail if applicable, as we are trying to communicate electronically (and economically) for reminders and information.

We appreciate your consideration in participating in this event and hope to work with you soon!

Sincerely,

Pam Jenson
CESA #2 Transition Consultant
pamjenson@ cesa2.k12.wi.us
(608) 921-1400
Peggy Strong
Transition Program Support
pstrong@cesa2.k12.wi.us

The Reality for Life Event

What is it? An interactive program for students from Dane, Green and Rock County High Schools designed to demonstrate the need for money management skills, provide an opportunity for students to connect with community business leaders, allow students to exercise budgeting skills and connect students with community agencies they may need assistance from in the future.

When: The event will be held on Wednesday, October 20th, 2010 at the Pontiac Center in Janesville.

Other Info: Students begin arriving at staggered times throughout the day beginning at 9:00 AM. The event closes around 2:30 PM. Your child's district will be given a time to join the event.

All students will have selected an occupation and researched the monthly income for their occupation in the area they currently live. Their family status (married, single, children) is randomly assigned. Paychecks are distributed as they enter and Uncle Sam is waiting to deduct his share. If they are married, their spouses' occupation is assigned and his/her earnings are included in the paycheck. Each student visits a bank, deposits their pay, and receives a checkbook. Prior to the day of the event, students have received instruction in the following areas:

Career search & selection

Checkbook balancing skills

Check writing skills

Budget preparation

Student loans

Business volunteers sponsor booths such as housing, insurance, clothing, groceries, county government, utilities, etc... Students visit every booth during their time in the event and pay their monthly bills based on the choices they have made for housing and transportation and their family status.
This event is meant to help your child understand the choices of their future careers and the expenses of Life. Please take the time to talk with your child about the above named activities before and after the event.

Student Work Area

First Call

Disability Navigator

Utilities Station

Cable/Internet/Phon

Vet.

Family Activities Dining Out

Housing Buy

Big Toys Tanning/ Hair/Nails

Fate

Part Time Jobs

Housing Rental

New and Used Cars

Member-ships Travel

Auto and Home Insurance

City Government

SOS Station

You're Invited

Bank

Invest-ments

Bank

Check Out

Uncle Sam

Groceries

Child Care

Clothing

Personal and House Product

Charit-able Contri-

Gas Station

Check In

The Reality Store

Booth Descriptions

Uncle Sam: Assist students with determining the dollar amount of taxes owed based on their monthly wages, marital status, and number of dependents. Students should read the tax table to find out how much they owe. Students will write the amount of taxes owed on their paycheck. This amount will be deducted from their wages and the balance will be deposited into their checking accounts at the financial booths.

Bank: Students deposit their paycheck and receive a checkbook. Some students will have their paychecks garnished for child support while others may receive child support, and must also deduct student loan payments. Students stop back to have their checkbooks reviewed for properly written checks and a running balance. They will return once again for any deposits that need to be made from refund and fate deposits which they will have a running total of on their checklists. A final stop will be made to decide whether or not to open a savings account and to pay the balance on their credit card use.

Housing: Students will choose to rent an apartment or buy a home and pay accordingly. (The mortgage payment includes real estate taxes and mortgage insurance) Students must consider their life status (i.e., single, married, children) when making a decision. (A married student with two children cannot choose a one-bedroom apartment.) If a student is single and wants to share an apartment with another single student, they can take the "Roommate Compatibility Quiz"; they must match 5 of 8 answers to be eligible. ***(check only)***

Automobile Dealer: Students will select either a new or used vehicle and make their monthly payment. If a student is single and has no children, they may elect to not purchase a vehicle. However, they must stop at the Government Services Booth to purchase bus tokens for the month. Married students with a working spouse **must** purchase **two** vehicles. ***(check only)***

The following booths can be visited in ANY order – the student chooses.
All UNDERLINED BOOTHS require the student to make a purchase,
unless their life status dictates otherwise.
Students must visit every booth and get their checklist stamped,
even if no purchase is made.

Charitable Contributions: Students must budget for charitable contributions (i.e., community organizations, church, etc.)

Child Care: Only students who have sole custody of their children will pay for child care. Single or divorced students with children who live with the other parent have already had child support deducted from their paycheck before they entered the store. Single or married students with children must make a child care choice. If both parents are working, they must pay for after-school care.

Fate: Students must make two visits to the fate booth to draw a card during their visit to the Reality Store. Some cards will bring cash their way and others will require them to pay. ***(check or credit card)***

Government Services: Some students will visit this booth to pay fines for citations issued by the roaming police officer. A time limit is imposed for paying fines – late payments will result in higher fines. Students may also visit this booth seeking legal advice. Students who are single with no children who did not purchase a

vehicle must purchase bus tokens to commute to/from work at this booth. Some students will be directed to this booth to purchase a copy of a birth certificate or hunting/fishing licenses.

Groceries: Students must make a purchase based on their life style and life status.

Insurance Cashier: Students visit the following insurance booths first and then visit the cashier to make one payment for auto, home, renters, life, dental, medical, and vision insurance at this booth.

> **Auto Insurance:** If students purchased a vehicle, they must purchase auto insurance for each vehicle they own. The student will note the price on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.
>
> **Homeowners or Renters Insurance:** All students must purchase homeowners or renters insurance based on their housing choice. The student will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.
>
> **Life Insurance:** Students have the option of purchasing a policy. Whole life and term life policies will be explained. The student will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.
>
> **Dental & Vision Insurance:** Students have the option of purchasing dental and/or vision insurance. Policies are explained to the students. If the student makes a purchase, they will note the premium(s) on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.
>
> **Medical Insurance:** Students are required to purchase coverage based on their family status. Students will note the premium on their checklist, combine that amount with their other insurance purchases, and make one payment at the Insurance Cashier Booth.

Investments: All students must meet with a financial consultant to discuss investment opportunities. An investment is required, but the students determine the amount. ***(check only)***

Leisure & Entertainment Cashier: Students visit the following booths and must purchase from at least two of the booths and make one payment at this booth. Though they are not required to purchase from all four booths, they do need to visit them and get a stamp.

> **1 - Travel:** Students choose from a list of vacation packages.
> **2 - Dining Out:** Students choose from fast food, casual, or fancy restaurants.
> **3 - Family Activities:** Students choose from a list of activities.
> **4 - Big Toys:** Students choose from a variety of big ticket items (big screen television, ATV, boat, jet ski, etc.).
>
> All students with children will pay $25 for babysitting for the month.
>
> **You're Invited:** All students will draw a card to determine their monthly expense.

Part-Time Jobs: Students experiencing financial hardship can visit this booth to inquire about a part-time job. They will be matched with a job based on their skills.

Retail Credit Card Purchases: Students **must use their credit card** to pay for purchases made at the clothing, personal, and household products, convenience store and memberships booths. The total amount of purchase will be recorded on page four of the student checklist and payment will be made to their financial.

Clothing: Students must choose an option that best fits their career. Students who have children living with them must purchase clothing for them as well.

Convenience Store: Those students who purchased a vehicle calculate their monthly gasoline consumption using a formula posted at the booth.

Memberships: Students must be a member of a professional club or organization. Additional options will be presented such as a Sam's Club membership, swimming lessons, dance lessons, etc.

Personal & Household Products: Students must choose the product level they want to purchase. Students who have children living with them who are age 2 or under must purchase diapers and formula.

Utilities Cashier: Students make one payment for telephone, energy, and cable at this booth.

Telephone/Cable Television Bundles: Students must purchase telephone service and have the option of selecting cable service. They will note the cost on their checklist, combine that amount with their other utility purchases, and make one payment at the Utilities Cashier Booth.

Energy Company: Students must pay their energy bill based upon their housing selection. They will note the cost on their checklist, combine that amount with their other utility purchases, and make one payment at the Utilities Cashier Booth.

Roaming Police Officer: Students are stopped at random and asked to choose a card. Some will receive money for Crimestopper tips and others will pay for traffic/miscellaneous violations. Students have 30 minutes to pay their fines at the Government Services Booth.

Roaming Nurse: Students are stopped at random and asked to choose a card. The amount of their bill will depend on whether or not they have purchased medical and/or dental insurance before they are stopped.

Pets: Pet owners are required to stop and pay for monthly food expenses. Students will roll the dice to see if their pet had any veterinarian bills for the month.

Exit: A volunteer will review the student's checklist to ensure all booths were visited, fines were paid, and their checkbook is balanced. Students cannot leave the store with a negative balance – they must go to S.O.S. to resolve their finances.

Teacher/Hour_____

STUDENT NAME_____

«StudentFirstName», let's get started! Your first stop is Uncle Sam. Please form a single line when you enter. Read the tax tables at the booth to figure out how much you owe Uncle Sam – a volunteer is there to assist you and verify the amount. When looking at the tax tables, you need to know your gross income (see below), marital status, and the number of dependents (children) you have. You are_____with_____.

Write in the amount of taxes you owe on the line below. Calculate your net deposit to your checking account and then proceed to the bank to cash your check and receive your checkbook.

The Reality Store

1801 Losey Blvd S.
La Crosse, WI 54601

October 27, 2009

Gross Income	
Deduct Amount of Taxes Owed	$ (_____)
Malpractice or Errors & Omissions Insurance Payment	_____
Child Support (Garnishment) or Income	_____
Your Net Income is	$ _____
Deduct Your Student Loan Payment	
Net Deposit to Checking Account	$_____

BANK VOLUNTEERS

Please remove this page after you issue the student a checkbook.

STUDENT CHECKLIST

«Student Name»

Marital Status .....
Occupation.....
Monthly Salary .....
Spouse's Occupation .....
Spouse's Monthly Salary.....
Child Support Paid .....
Total Monthly Income .....

Children .....
Dependent(s) Ages .....
Children live with.....
Pet(s) .....

_____, you told us your career requires_____years of post-secondary education. In 2006-07, the average debt of a college graduate who attended for four years was $25,000. For today's Reality Store, your monthly student loan payment (including any loan your spouse might have) is _____ – you deducted this from your monthly income before you received your checkbook.

Entered the Store at: _____ **Exited the Store at:** _____

Bank	2	Amount Deposited into Checking Account $_____	N/A
Housing	3	If you are single with no children, find another single student and take the "Roommate Compatibility Quiz" to see if you are eligible to share an apartment! For details, stop at the Rental Housing booth. **Own:** A B C D *Circle your choice* **Rent:** A B C D $ _____	
Auto	4	No purchase If you did not purchase a vehicle, you must purchase Bus Tokens at the Government Offices booth. **My Vehicle** **New:** A B C D E F G H **Used:** A B C D E F G H $ _____ **My Spouse's Vehicle** *(if applicable)* **New:** A B C D E F G H *Circle your choices* **Used:** A B C D E F G H $ _____	

Once you have purchased housing & transportation, you are free to go to the remaining booths in any order. You **must** make a purchase at booths marked "required". If a booth is marked"optional", you still need to stop & get your checklist stamped, but a purchase is not required. Every booth must be visited before you can check out of the Reality Store.

(Example - even if you do not have children, you must visit child care and get your checklist stamped.)

UTILITIES	(combine all payments and write one check to the cashier)	
Telephone/Cable/Internet Bundles **(telephone required)**	$	
Energy Company **(required)**	$	
Total Amount Paid to Utilities Cashier	$	

INSURANCE	(combine all payments and write one check to the cashier)	
Life *(optional)*	My Policy ☐ Term ☐ Whole $ Spouse's Policy ☐ Term ☐ Whole $ Child(ren) Policy *(optional)* $	
Dental *(optional)*	☐ Single ☐ Family $	
Vision *(optional)*	☐ Single ☐ Family $	
Medical **(required)**	☐ Single ☐ Family $	
Auto **(required)**	My Car $ Spouse's Car $	
Homeowners/Renters **(required)**	$	
Total Amount Paid to Insurance Cashier	$	

Remember to stop back at your bank after you have written 4 or 5 checks so you can catch any errors early!

FINANCIAL CHECKS & BALANCES	Running Balance ☐ Checks Written Properly ☐	

RETAIL CREDIT CARD PURCHASES

(credit card ONLY for these purchases)

Clothing **(required)** **credit card only**		$
Personal & Household **(required)** **credit card only**		$
Convenience Store **(required)** **credit card only**	Car #1_____ fuel cost per month Car #2_____ fuel cost per month	$
Memberships **(required)** **credit card only**		$
Total Amount Charged to Credit Card		$

LEISURE & ENTERTAINMENT

(combine all payments and write one check to the cashier)

Students must purchase from <u>at least two</u> of the following four options:	
Option 1 - Dining Out	$
Option 2 - Family Activities	$
Option 3 - Big Toys	$
Option 4 - Travel	$
You're Invited **(required)**	$
Babysitting $30 <u>per child</u> per month **(required if you have children)**	$
Total Amount Paid to Entertainment Cashier	$

MISCELLANEOUS RETAIL

(check or credit card accepted-check individual booth)

Groceries **(required)** **check or credit card**		$
Investments **(required)** **check only**		$
Pets **(required, *if applicable*)** **check only**	All pet owners pay $15 per pet for food	$
Charitable Contributions **(required)** **Check Only**		$
Child Care **(required, *if applicable*)** **Check only**		$

FATE BOOTH

(credit card purchases on credit card log)
(fate money received record on refund log)

Fate (**two** visits required) **Check or credit card**	Card #1 … Paid $_____**or** Received $ _____ Card #2 … Paid $_____**or** Received $ _____	

REFUNDS/FATE DEPOSITS

(to be completed by individual booths only)

Booth Name	Description (car, groceries, cable. Etc.)	Amount refunded	Stamp

OTHER BOOTHS – stopping at these booths is optional – a stamp is not required to exit

Part-Time Jobs	You must take your check to Uncle Sam for tax deductions *before* you go to the bank & cash it – the bank will not cash your check unless taxes are paid	

AT RANDOM

(to be completed by volunteer staff only)

Police Officer *You have 30 minutes to pay any citations issued by the Police Officer.* Payments are made at the Government Services Booth. Failure to pay on time may result in additional fines.	Time Citation Issued _____ Violation _____ Amount Due $ _____ Time Citation Paid _____ Additional Fines (if any) $ _____ Amount Received $ _____ Crimestopper Money Received $_____	_____ Government Services Booth Attendant's Initials

Bus Tokens Money Received $

Nurse

$

Your last stop before you exit, is back to your financial to pay your credit card and review your checkbook!

PRE-APPROVED

CREDIT CARD - $1,500.00 LIMIT

Credit Card Log

"Required" credit card purchases and other purchases by credit card should be listed below.

Booth Name	Amount Purchased
Required credit card purchases from page 2	$
	$
	$
	$
	$
	$
Total amount of credit Card purchases today	$

TO BE COMPLETED BY FINANCIAL BOOTH

Total amount charged On credit card today $

Minimum 10% payment today.
EXAMPLE
$250 = $25 (10% of balance)

Payment on today's charges.....$_____

Total payment received $_____
Remaining credit card debt $_____

Financial booth Attendants initials: _____

Bank **(second visit - required)**	Savings Acct. *(optional)* $	

EXIT ACTIVITIES

(to be completed by volunteer staff only)

We're Listening … what did you think of the Reality Store? Complete the "ONLINE"Evaluation Form

Exit Booth **(required)**	Checkbook balanced & between $0 and $200 All booths visited ☐ Police citation paid (see page 3) ☐ Evaluation Form completed & turned in	_____ Booth Attendant's Initials

STAPLE FATE CARD HERE

STAPLE FATE CARD HERE

Reality Fair 2014

***Reality Fair* 2014** is a simulation that provides an opportunity for you to experience a month of financial decision-making in your life in after completing training for your chosen occupation.

To participate in the activity, you must identify what you plan to be doing after high school. To prepare, complete the following activity:

1. **Go to:** www.worknet.wisconsin.gov
2. **Select:** *"Job Seeker" in the left hand column*
3. **Select:** *"Occupation Search"*
4. **Select using drop down menu:** *"Juneau County" and click "Go"*
5. **Select:** *"List of Occupations" and choose the cluster your occupation would be listed*
6. **View:** *Occupation profile and scroll down to wage information*

7. **List:** *Your occupation*_____

8. **List:** *Years of Schooling for your occupation*_____

9. **List:** *The entry-level wage for your occupation*_____
   (NOT Average nor Experienced)

10. **List:** *The salary for one month for your occupation (take the annual salary and divide by 12)* _____

11. **Circle:** *If you want a: DOG CAT NO PET* (circle **one** only)

Your Name:_____
Please Print Neatly

****Transfer your information to the Permission Form and return to**
_____ before _____.

Juneau County Reality Fair ©2014

APPENDIX H – Ropes Course Events

Wisconsin Ropes Courses Contact Information

Links for handicap accessible ropes courses in Wisconsin

Easter Seals Ropes Course – Wisconsin Dells

https://camp.eastersealswisconsin.com/easter-seals-wisconsin-camps/camp-activities/

Mount Morris Ropes Course

http://www.mt-morris.org/ropes-challenge-course.php

Rhinelander School District

http://www.rhinelander.k12.wi.us/cavoc/CAVOC_History.cfm

Links for Ropes Courses in Wisconsin

Easter Seals Ropes Course – Wisconsin Dells

http://camp.eastersealswisconsin.com/content/program-activities

Grafton School District

http://www.grafton.k12.wi.us/picture_yourself_in_grafton/grafton_school_district_challenge_course__d_r_a_f/

Madison Schools

http://mscr.org/our-programs/outdoor-adventures/elements-ropes-course

Plymouth School District

http://www.plymouth.k12.wi.us/schools/com/ropes.html

Rhinelander Ropes Course

http://www.rhinelander.k12.wi.us/cavoc/index.cfm

UW Stout

http://www.uwstout.edu/urec/adventures/challenge.cfm

APPENDIX I – Scavenger Hunt

Holmen Groups

Route A (Airport)	Route C (Shelby Mall)	Route E(LaCrescent)
Mrs. Oliver	*Mrs. Brandau*	*Miss Swoboda*

(student list/teams)

Route A – To the Airport – Holmen (4), LaCrosse (4) and West Salem (2) plus 3 teaching staff

1. Leave 5th and State at 9:42 on bus **6**
2. Arrive at Clinton and Caledonia at 9:55 and transfer to bus **7**
3. Ride bus 7 back to Clinton and Caledonia and transfer back to bus **6**
4. Arrive back at 5th and State at 11:10 – Get off bus!
5. Walk back up to Post Office meeting room

What to Look For

- City Hall
- Airport
- Grocery Store (Sky Harbor Center)
- Hardees
- Copeland Park

Route B – To Valley View Mall – Mel Min (3), Sparta (4)

1. Leave 5th and State at 9:42 on bus **5**
2. When the bus arrives at door #4 at the Mall, get off the bus (10:00)
3. Split into two groups. Students will complete activities such as mall walking, window browsing, picking up applications, store manager talk… Get back on bus 5 at 10:35 (be out there by 10:30)
4. Arrive at 5th and State at 11:10 – Get off bus!
5. Walk back up to Post Office meeting room

What to Look For

- Allied Health
- Mc Donalds / Burger King
- ShopKo
- Logan HS
- Valley View Mall
- Target
- Gunderson Onalaska

Route C – Shelby Mall – Holmen (4), Onalaska (5) – plus 2 teaching staff

1. Leave 5th and State at 9:42 on bus 1
2. Arrive at the Shelby Mall at 10:10
3. Spend 20 minutes looking at the different stores this Mall has to offer.
4. Get back on bus 4 at 10:32 (Be there at 10:27)
5. Arrive at 5th and State at 11:10 – Get off bus
6. Walk back up to Post Office meeting room

What to Look For

- Gunderson – La Crosse
- Riverfront
- KFC
- Culvers
- Walmart Super Center
- Central HS
- UW- La Crosse

Route D– K-mart – Onalaska (5) and Bangor (3) – plus 2 teaching staff

1. Leave 5th and State at 9:42 on bus 3
2. Arrive at Kmart at 9:50 – See if a manager can give a quick talk
3. Get back on bus 3 at 10:20 (be out there at 10:15)
4. Arrive at 5th and State at 10:40
5. STAY on this bus…it changes to bus 3, but STAY on it!!! Ride this route..
6. Arrive at 5th and State at 11:10 -Get off bus!
7. Walk to Post Office meeting room

What to Look For

- Aquinas
- Kmart
- Franciscan Skemp – La Crosse
- Viterbo
- South Branch Library

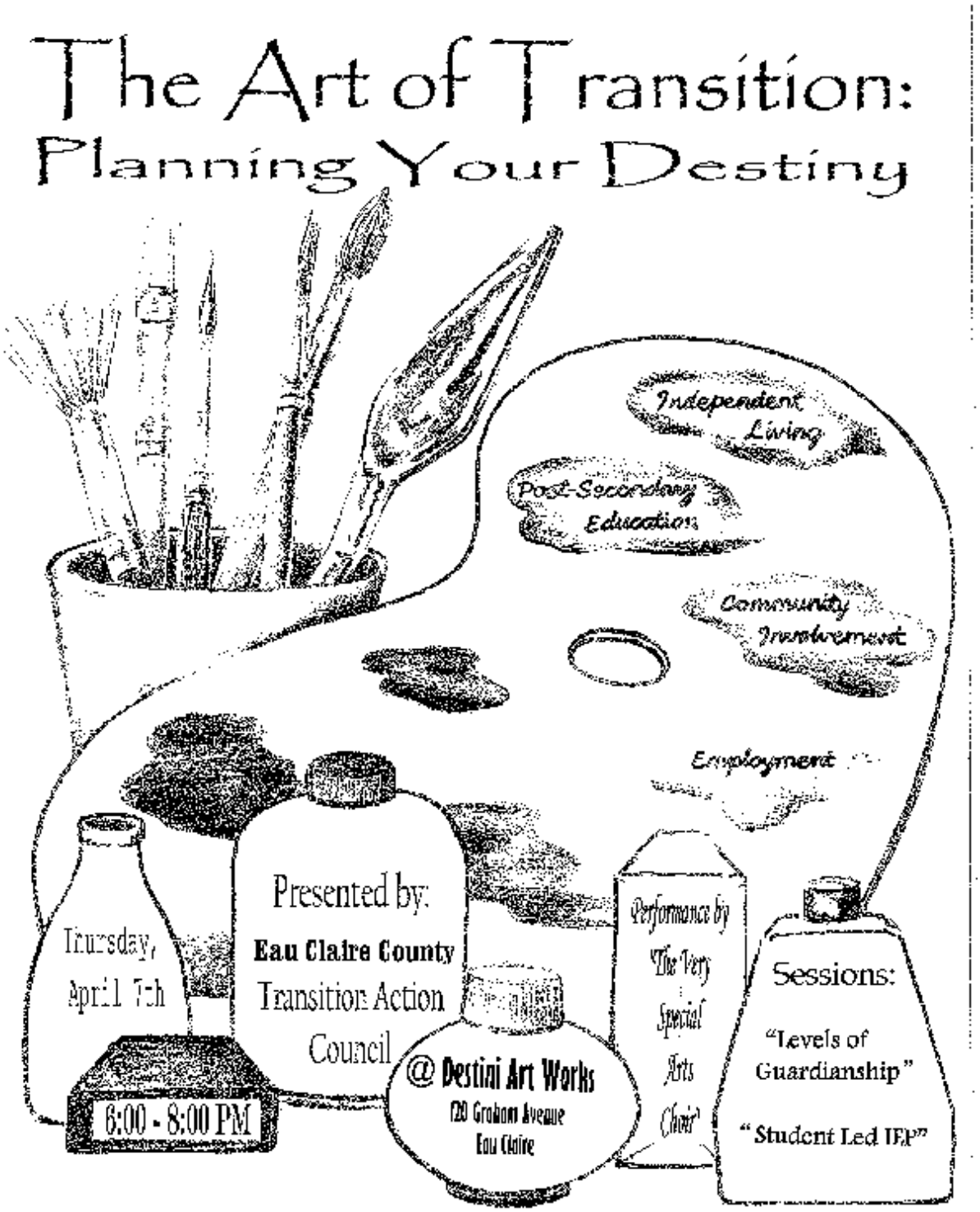
Route E – La Crescent – Holmen (4), Sparta (4) and Mel Min (3) – plus 3 teaching staff

1. Leave 5th and State at 9:42 on bus 10
2. Ride this route through La Crescent
3. On the way back to La Crosse, **get off at the Co-op**. Talk to manager about applying or browse store
4. Talk to manager and look around this store until 11:00
5. At 11:00 walk back to Post Office
6. Walk up to Post Office meeting rooms

What to Look For

- Franciscan Skemp La Crescent
- Viterbo
- La Crescent City Hall

APPENDIX J – Transition Fair



Taylor County Transition Night

Free Spaghetti Dinner & Door Prizes

Monday November 4, 2013
Medford Area Senior High School
5:00 pm to 7:00 pm

Who's invited: Any parents and students with an IEP or 504 plan who are 14 years of age and older are cordially invited to attend.

Why: To educate and information parents and students about resources in high school and focusing on transitioning to life after-school.

Register: You may register with Luanne Olson at (715) 748-4620 ext 534 or email her at olsonlu@medford.k12.wi.us by Monday October 28, 2013.

Purpose: Parents and students will learn about special needs trusts and accounts by financial and legal experts, independent living options, IEP transition requirements, how to complete job applications, vocational evaluations, guardianship, family support services, supportive employment, where to locate disability accommodations centers at each UW and technical school, ACT accommodations, college accommodations, job coaching support in high school, school to work options, class scheduling, literacy support, 18-21 year old options, autism resources, sheltered workshop employment, and more!

Special thanks to the following agencies for their participation:

Aging and Disability Resource Center Autism Society of Central Wisconsin Black River Industries Cedar Creek Apartment DART Club Department of Vocational Rehabilitation Headwaters Inc Indianhead Community Action Agency MASH	Medford Adult Diploma Academy Medford Morning Rotary Club Midstate Independent Living Consultants Midstate Technical College Northcentral Technical College Parent Resource Center Progressive Travel

Sponsored by Medford Morning Rotary Club and Taylor County Transition Advisory C

What's this "transition fair" going on in Keshena on Oct. 10th?
WHY? The transition vision!

Welcome to the

Shawano/Menominee

County Transition Fair!

Please take the time to seek out people and programs which will directly impact your future! Everyone who is here today wants to help you live independently after graduation. Look at this brochure to see what is right for you!

<u>Today you need to:</u>

- *Walk up to tables*
- *Take materials*
- *Ask questions*
- *Hand in completed survey*
- *Get treat*
- *Take information home that will help your future*
- *Have a great day!!*

<u>After the fair you need to:</u>

- *Contact your high school special education teacher to help you make the next step. Your future will be guided by your choices and the amount of planning that you do.*
- *Attend your annual IEP meeting to give opinions about your goals.*

Talk to your parents/guardians about your possibilities.

THIS PAGE INTENTIONALLY LEFT BLANK—SCHOOLS NEED TO INCLUDE IN COPYING PROCESS!

This ensures that the evaluation page can be removed for the door prize drawing.

School Name_____

Student Name_____

Career Goal_____

Post-secondary education:

- **Northeast Wisconsin Technical College**
- **NWTC Shawano Center**
- **Fox Valley Technical College**
- **College of Menominee Nation**
- **College of Menominee Nation Trades Programs**
- **Learn and Earn through College of Menominee Nation**
- **Northcentral Technical College**
- **University of Wisconsin-Green Bay**
- **University of Wisconsin-Marathon County**
- **Empire School of Green Bay**
- **Paul Mitchell the School Green Bay**
- **University of Wisconsin Stevens Point**

Vocational education/training:

- **National Guard**
- **Wisconsin Job Center of Shawano**
- **Workforce Investment Act Older Youth**
- **Division of Vocational Rehabilitation (DVR)**
- **Vocational Rehabilitation for Native Americans**
- **Job Corps**

Employment/integrated employment:

- **DVR**
- **Vocational Rehabilitation for Native Americans**
- **Department of Community Programs Vocational Services**
- **Youth Programs, Menominee Community Resource Center (CRC)**
- **Department of Transportation**

Adult services:

- **Options for Independent Living, Inc**
- **Mental health**
- **ADRC**
- **Northeast Regional Center for Children and Youth with Special Health Care Needs**
- **Maehnowesekiyah**
- **ROADS (in Commons)**
- **Social Security**

Independent Living/Post-high School Adult Living Objectives/Acquisition of Daily Living Skills:

- **Planned Parenthood**

- **Pregnant Mother's Program – Menominee Nation Early Childhood**
- **Safe Haven**
- **Dental health**
- **Physical Health**
- **Credit Union**
- **Bank**
- **Shawano Menominee Counties Health Department**
- **Shawano City/County Library**
- **Investments**
- **Insurance**
- **GLITC Tribal Benefits**
- **Department of Transportation (in Cultural Resource Building)**
- **Funeral Home (and ROADS)**
- **UW-Extension 4-H Youth Development Agent**
- **UW-Extension Family Living Educator**
- **UW-Extension Nutrition Educator**
- **Shawano Area Food Pantry and Resource Center**

Community Exper./Participation (recreation, volunteerism, community service, responsible living, etc.)

- **Being 18 and The Law**
- **Victim/Witness Office**
- **Department of Natural Resources (DNR)**
- **Shawano Area Food Pantry and Resource Center**
- **WI FACETS**

Student evaluation

When completed, this is your treat ticket! ☺

School Name_____

Student Name_____

Grade you are in_____

1) Did you find this Transition Fair useful? ___Yes ___No

2) Did you know about these services available to you after high school before coming here today?
____Yes _____No

3) Did you have time to get to everyone on your list today?____Yes____No

4) Name the agency that was most useful to you_____

5) If you are not a senior, would you be interested in coming next year?_____Yes____No

6) Is there any agency/business or something different you would have liked to have seen? What would that be? _____
_____
_____

7) Comments: _____
_____
_____

- IDEA 2004: "**Transition Services means a coordinated set of activities** designed within a results-oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, **including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation** and is based on the student's needs, taking into account the student's strengths, preferences an interests."

WHO? CWD Juniors and Seniors

- Bring all of your juniors and seniors with special education needs or 504 plans.

WHAT? The Shawano & Menominee Counties' Transition Fair

- This fair is to bring student with disabilities (IEP or 504) to one place to find out about services available in Shawano and Menominee Counties and the surrounding area. Remember, this is NOT about visiting with businesses about what jobs they have available; it's about what services these companies provide. We are inviting service providers/agencies/educational facilities that provide assistance to people with physical/sensory, mental, educational, or developmental disabilities to have a representative attend and have information available at this fair. Some of the businesses we are asking to attend serve all of the general population, but we are hoping those businesses can either address special circumstances or issues that may occur with special needs populations. REMEMBER, MANY OF THESE REPRESENTATIVES ARE GENERAL, NOT COUNTY SPECIFIC. If they are county specific, the information they have is generally available in other counties.

WHERE? College of Menominee Nation, Keshena

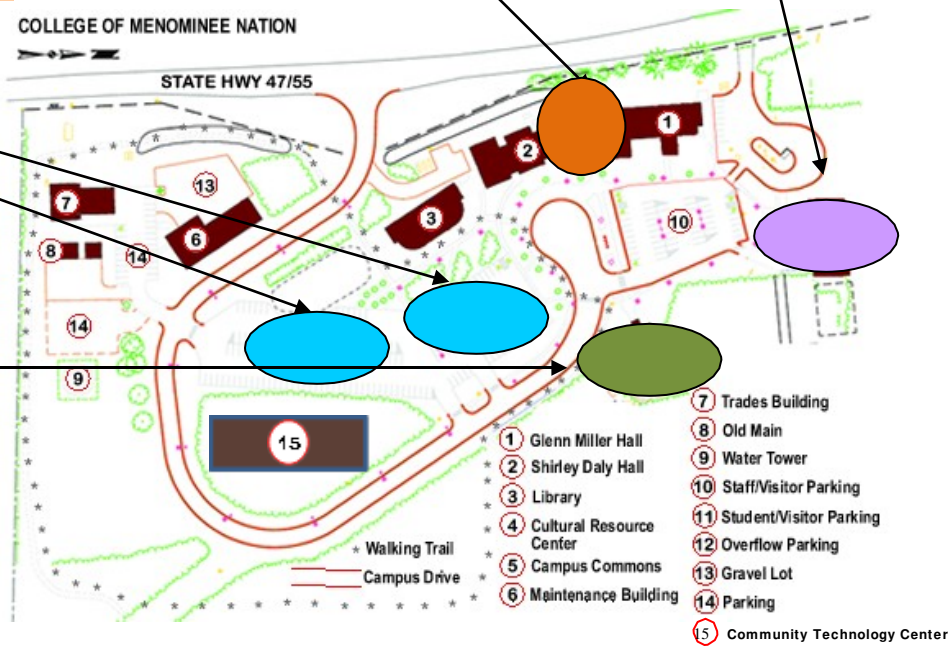
- Arrange transportation for all of your junior and senior students with special education needs to come to the College of Menominee Nation Culture Building, Keshena. (Directions: At the intersection of Main and Green Bay streets in Shawano, Main Street becomes State Hwy. 47-55 north to Keshena. Proceed north/straight on Hwy. 47-55 approximately 6 miles to the College of Menominee Nation, which is on the right before Menominee Indian High School.)

CMN Atrium area in which the college tours will start: 9:00=Wittenberg/Birnamwood, MISD, Bowler, Tigerton, Marion, Gresham, Pulaski=

Cultural Resource Building—transition fair: 9:25=Shawano

Parking for busses.

Commons—transition fair: 9:25=Bonduel Clintonville (?), Gillett



School districts (# of students)	Transition Fair contact time	Building starting point for Transition Fair	Tour start time in CMN atrium
Wittenberg/Birnamwood (9), MISD (15), Tigerton (5), Bowler (3)=32	10:15 to 11:00	Commons	9:00 to 10:15
Marion (12), Gresham (7), Pulaski (15)=35	10:15 to 11:00	Cultural Building	9:00 to 10:15
Bonduel (15), Clintonville (?), Gillett (17)=32	9:25 to 10:15	Commons	10:15 to 11:30
Shawano (35)	9:25 to 10:15	Cultural Building	10:15 to 11:30

The yellow highlighting is the time at which you should arrive at the college.

The green highlighting is the building in which you will start for the transition fair portion of the visit.

The blue highlighting indicates which districts start with the college tour first in the atrium, then attend the transition fair.

The pink highlighting indicates which districts start with the transition fair, then participate in the college tour starting in the atrium.

Please call Jennifer Kamke Black at 715-526-2175 x1106 if you have questions about this process.

Your students will have 45 minutes (including five minutes to move between buildings) to contact the representatives. The event will be available to you and your students for $5 each (chaperones are free) or a flat fee of $100 sponsorship. Completed student evaluation forms are collected and entered into a drawing for door prizes; each student that completes an evaluation will receive a snack and soda. [***NOTE***: We will remove the top sheet and the evaluation sheet for each student and return all of them to you before you leave as this is your documentation of the information gathered at the transition fair and for the student's information for their next IEP meeting when transition is addressed.] Your students will also participate in a college tour for 75 minutes.

WHY? The transition vision!

- **We have representatives that fit the range of transition areas in students' IEPs (employment, training, education, daily living). Attending this fair can help your students, teachers, and district prove you are addressing transition issues within each student's IEP.** Please review the sheets of representatives that will be at the fair prior to speaking with your students. As you can see, we *attempted* to divide the representatives into the areas mentioned in IDEA 2004: "Transition Services means a coordinated set of activities designed…to facilitate the child's movement from school to post-school activities, including **post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation**…." By dividing them as such, we believed this would help you consider each area and document this consideration.

HOW? Student preparation before arriving.

- The students will have about 45 minutes to circulate through the representatives (that breaks down to about seven minutes per representative). **Therefore, what we would require is that you review the student list with the detailed list below with each student and highlight or mark *at least* one representative in each area to whom the student must SPEAK during the fair.** Feel free to write notes or example questions on the student's form as you review it with them. Please keep track of your students' forms until the day your group comes to the fair--handing them out on the bus would be a great idea! Your school has a unique color for the list so that we know from which school each student is from during the fair by the color paper they have. Each representative will have stickers with their name, address, and phone number on it that they will place on the form to prove the student spoke to them about their services (which also gives the student the information they need for future contact). Adults monitoring the fair will be looking for these stickers on the sheets to ensure the students are on task. We are using this system to ensure that the representatives have the students speak to them, not wander around to pick up pamphlets and papers they will most likely not look at again. Please note: due to the *Agreement between DPI, DHS (DCP) and DVR*, it is encouraged that you send a majority, if not all, of your students to speak to the DVR representative.

Please run off the student forms on paper that is the color of the name of your school district below:

Shawano (lilac/purple)
Clintonville (orange)
Bonduel (blue)
Menominee Indian (blue)
Bowler (yellow)
Wittenberg/Birnamwood (green)
Marion (orange)
Pulaski (pink)
Gillett (white)
Gresham (grey)
Tigerton (lilac/purple)

Regarding payment: Mail to CESA 8, P.O. Box 320, Gillett, WI 54124 in care of Dave Nass. The payment is to CESA 8 and please put "transition fund 98-546" in the memo field. If you need to use a PO to CESA 8, please do so for the amount of students as listed above. Please contact Dave Nass (920-855-2114 x250) if you have questions about a payment method.

Post-secondary education:

- **Northeast Wisconsin Technical College**—The Accommodation Services of NWTC offers assistance to individuals with exceptional educational needs. We offer a wide range of support services to help students successfully complete their programs or reach their goals. Information regarding NWTC accommodation services and application information will be available.
- **NWTC Shawano Center**—The NWTC Shawano Center will have information about services and classes available at in Shawano.
- **Fox Valley Technical College**—Our mission is to assist in creating an accessible college community where students with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. We cooperate through partnerships with students, faculty and staff to promote students' independence and to ensure recognition of their abilities, not disabilities. Information regarding Educational Support Services which will include services for students with disabilities. Also available will be application information.
- **College of Menominee Nation**—Looking for a rewarding educational experience? Then it's time to visit the College of Menominee Nation to see what they have to offer at the main campus at N172 State Hwy 47/55, Keshena, WI and the Green Bay site at 2733 S. Ridge Road, Green Bay, WI! The College of Menominee Nation is accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools that offer Associate Degrees and Transfer Programs to four year Universities. Education Outreach Department also offers academic courses for high school students that are transferable for college credits. Take the time now to visit their web site at www.menominee.edu or call 1-800-567-2344. The College of Menominee Nation is open to people of all cultures and looks forward to continued growth and diversity. Become part of a school that wants to teach you the value of tradition and prepare you for career opportunities. The College of Menominee Nation, Come learn with us.
- **College of Menominee Nation Trades Programs**—Find out what trades programs are offered at CMN!
- **Learn and Earn through College of Menominee Nation—**CMN is accredited with the Higher Learning Commission and is a member of the North Central Association of Colleges and Universities. We offer associate degree and certificate programs for tribal residents and the surrounding communities. The Students Services Office at CMN provides accommodations and support for students with documented disabilities. Services may include assistance with college procedures, academic counseling, adaptive equipment, and auxiliary aids. Of special interest to high school juniors and seniors is the Learn and Earn Program which is funded by a State of Wisconsin grant. This grant pays for tuition, fees and books for one 3-credit course per semester until students graduate from high school. Through Learn and Earn students get a head start on college and gain confidence in their ability to succeed in higher education.
- **Northcentral Technical College—**A representative will be available to share information about Northcentral Technical College's Transition Program which is designed to help high school students with disabilities move from high school into NTC through planning and coordination of services. We provide accommodations that allow students with disabilities to fully participate in the technical college environment. The Disability Services Office (DSO) works individually with qualified students. DSO approves and provides reasonable accommodations to ensure equal access to all programs. We also support students through a variety of other non-mandated services to encourage successful completion of their education.
- **University of Wisconsin-Green Bay**— The Office of Disability Services provides customized academic support services for students with documented disabilities such as learning disabilities, attention deficit disorders, mental health disorders, and visual/physical/hearing disabilities. These services could include note taking assistance, test proctoring, alternative text books (e-text or audio), coordination of sign language interpreters, and other individualized academic services as needed. All services are provided free of charge to eligible students. For more information please check out our website at www.uwgb.edu/ds .
- **University of Wisconsin-Marathon County**—a representative from the UWMC Accessibility Services will answer your questions regarding starting your bachelor's degree at UWMC including the application process, what documentation you will need to provide regarding your services while in high school, and how to successfully transition and have a positive experience in college. UW Marathon County provides accommodations for students with disabilities seeking a university education. Services may include note-takers, interpreters, advisement, and test -taking accommodations. Tutoring is available for all students. UW Marathon County has a Residence hall and food service for students wishing to live on campus.
- **Empire School of Green Bay—**The mission of Empire Education Group is to provide quality cosmetology career-oriented higher education to a diverse student population; our core purpose is to create opportunities for people to improve their lives:·1. Accredited by the National Accrediting Commission of Career Arts and Sciences (NACCAS), licensed in respective states and approved by the U.S. Department of Education·2. Incorporate both professional and personal development into our programs to help our students achieve a lifetime of success·3. Over 100 locations across the country; one of the largest providers of professional cosmetology education in North America, educating approximately 20,000 students per year·4. Combination of over 75 years experience and state-of-the-art technology; prepare our students to systematically and professionally pass the state board examination and to obtain gainful employment.
- **Paul Mitchell the School Green Bay**—Paul Mitchell the School Green Bay is located in a beautiful 14,000 square foot building in West De Pere, Wisconsin. Our one year cosmetology program offers students looking at a career in cosmetology the opportunity to complete the necessary coursework required by the State of Wisconsin. Our Admissions Leader will be on hand to answer any questions and share information from the school regarding start dates, tuition, financial aid, curriculum, extracurricular activities and much more!

- **University of Wisconsin Stevens Point—**University of Wisconsin Stevens Point-The Office of Disability Services Mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in UWSP programs and academic pursuits. We work individually with qualified students to identify, design, and implement an accommodations plan that will aid each student in acquiring equal access to their educational pursuits. The Office of Disability Services is all about success, in that our goal is to create a learning environment that will help maximize opportunities for our students to succeed. Check out our website at http://www.uwsp.edu/special/disability/.

Vocational education/training:

- **National Guard**
- **Wisconsin Job Center of Shawano**—Shawano County Job Center-Including the Job Center of Wisconsin system and Internet computers for job seekers to search for employment opportunities. We provide work permits, on-going pre-employment workshops, computer lab assistance and service referral to multiple agencies and programs including Upward Bound, Workforce Investment Act, Veteran's Services, DVR, Economic Support, Social Services, and business services at the Job Center.
- **Workforce Investment Act Older Youth**— Workforce Investment Act Older Youth-The Workforce Investment Act Program has a category for Older Youth ages 19-21. This program assists that age group with employment and training services for those that are eligible. Older Youth Program: An at risk youth 19-21 years of age and registered with selective service (when required) and is a member of a low-income family based on household size and income for the past six months. Contact the Shawano County Job Center. 715-524-2511 and ask for Workforce Investment Act Youth Program.
- **Division of Vocational Rehabilitation (DVR)**—The Wisconsin Division of Vocational Rehabilitation (DVR) is a federal/state program designed to assist individuals with disabilities to obtain, maintain, or improve employment. DVR is Wisconsin's primary provider of employment services to people with disabilities. We work with all disabilities including physical, mental, and/or sensory impairments. DVR has many services and programs. We work with the schools, county agencies, employers, along with Job Center partners. Last year's federal fiscal year, 3080 consumers statewide were successfully assisted in reaching their employment goal.
- **Vocational Rehabilitation for Native Americans**—Eligibility requirements include being an enrolled member of a federally recognized American Indian Tribe or Alaskan Native, living on or near a reservation, and have a physical or mental disability that has made it hard for you to find, keep, or advance in employment, but not be so severe that it would be impossible to find or maintain employment. Consumer must live within 30 miles of the reservation (this includes all of Shawano County).
- **Job Corps**—Job Corps is a residential education and training program available to youth age 16 to 24. Federally funded through the Department of Labor, applicants are eligible if they are low income or if they have a documented disability. Enrollment is voluntary and students are provided dorm living on campus, basic medical and dental coverage, independent living and social skills, a basic living and clothing allowance, and driver's education. Job Corps offers a structured environment that is drug-free, allowing individuals an opportunity to obtain a High School Equivalency Diploma and job training in a career of their choice. The Blackwell Job Corps Center located in Laona, Wisconsin, offers Union Carpentry, Brick Masonry, Business Technologies, Health Occupations (CNA), Maintenance, Painting, and Welding.

Employment/integrated employment:

- **DVR**—See description above
- **Vocational Rehabilitation for Native Americans**—Eligibility requirements include being an enrolled member of a federally recognized American Indian Tribe or Alaskan Native, living on or near a reservation, and having a physical or mental disability that has made it hard for you to find, keep, or advance in employment, but not be so severe that it would be impossible to find or maintain employment. Consumer must live within 30 miles of the reservation (this includes all of Shawano County).
- **Department of Community Programs Vocational Services**—The goal of Vocational Services, including Lakeland Industries, is to provide an array of vocational options to Shawano County residents who have been diagnosed with a developmental disability or chronic mental illness. Following a comprehensive assessment, a rehabilitation plan is developed to direct vocational services. These are achieved through one of the following services: Day Services, Prevocational Services, and Supported Employment Services. Vocational Services-Day Center Services: Training services that provide a planned and systematic sequence of formal and informal activities for adults with developmental disabilities designed to enhance skills in performing activities of daily and community living including self-help, motor and communication skills and to enhance emotional, personal and social development. Prevocational Services: Services aimed at preparing an individual with developmental disabilities or chronic mental illness for paid or unpaid employment but which are not job task oriented. These services include teaching an individual such concepts as following directions, attending to task, task completion, problem solving, safety and mobility training. Prevocational services offers an opportunity to participate in work, develop work and work related abilities, improve work performance, and/or remove obstacles to gainful employment. Supported Employment: Services aimed at supporting an individual with developmental disabilities or chronic mental illness in paid employment in an integrated setting within the community. Often times a job coach is initially assigned to provide initial one-on-one training to ensure that the individual understands all components of the job.
- **Youth Programs, Menominee Community Resource Center (CRC)**—The Menominee Indian Tribe's Youth Work Experience Program provides services to youth between the ages of 14 to 24 during the summer and After-School Programs. All positions are based on tribal enrollment and/or income eligibility criteria per funding requirements unless specified otherwise. Among the activities that we offer: subsidized employment, career exploration, team building activities, and various educational

components. Job placements are within Menominee's service area. This gives youth the opportunity to participate in actual work and educational environments in order to explore, experience, and gain knowledge that will be pertinent to their future in the labor force. CRC's vision is to promote pathways to economic independence for our members and families. The program will strive to meet the following goals: To reduce the overall costs of public assistance by promoting work as a means of family support. To provide individual employability of PL 477 JTP/TANF recipients through close collaboration and coordination between PL 477 Job Training, Tribal TANF, the Education Department and all our partners that provide services to the community. To promote self-esteem, independence and self-sufficiency, and to reduce generational dependency on public assistance through the development and awareness of work ethics and their value to individual families, their children and to the community.

- **Department of Transportation**—There will be information regarding how to obtain a Class D driver's license (regular car/moped) as well as information on how to obtain a CDL driver's license. This will help interested candidates be successful with the testing process. Overall, safe driving will be the main focus. There will also be information regarding obtaining your state ID.

Adult services:

- **Options for Independent Living, Inc**—(*Options*) is a non-profit organization committed to empowering people with disabilities to lead independent and productive lives in their community through advocacy, the provision of information, education, technology and related services. *Options* provides a wide array of services to assist individuals in meeting their independent living goals including core services of: advocacy, peer support, Information & Referral, and Independent Living Skills Training. In addition, *Options* offers residential assessment, computer evaluation, Assistive Technology assessment, and disability benefits consultation. *Options* offers a unique opportunity to see modifications and assistive technology devices in a residential and employment setting. *Options Showcase Model Home and Office Complex* is available for individuals with disabilities, professionals, students and the community to gain first hand knowledge of various assistive technology alternatives and modifications available. The state-of-the-art facility has a technology tryout lab, accessible kitchen, bedroom, multiple bathrooms, and a model office that are always changing to keep current with new technologies.

- **Mental health**—Shawano County Department of Community Programs services include, but are not limited to case management and service coordination, linkage, residential, vocational, mental health, alcohol and drug inpatient and outpatient treatment, emergency mental health and alcohol/drug services, crisis intervention, outreach, information and referral, education, court and financial services. Services are based on the individual consumer needs and desires and are provided by the department directly, through contractual basis by private providers or through information and referral to other available providers. Funding for services is derived through State and Federal funding, third party insurers, private pay, grants, production revenues, and County funds.

- **ADRC**—The Aging and Disability Resource Center (ADRC) of the Wolf River Region offers the general public a single entry point for information and assistance on issues affecting older adults and adults with disabilities, regardless of their income. This resource center is a welcoming and convenient place for you and your family to get information and access to a wide variety of services. Services can be provided through the telephone, in the resource center or in your own home. Services include: information and assistance, long-term care options counseling, benefits counseling, emergency response, prevention and early intervention, and access to publicly funded long-term care programs.

- **Northeast Regional Center for Children and Youth with Special Health Care Needs**—The Northeast Regional Center for Children and Youth with Special Health Care Needs (Northeast Regional Center CYSHCN) is one of five regional centers across the state of Wisconsin, which provides free, accurate and confidential assistance to families, caregivers and providers of children and youth (birth to 21 years of age) with special health care needs. The Northeastern Regional Center staff is available to answer questions, provide information, make referrals, offer follow-up, and promote parent support opportunities through health benefits counseling and linkages to networks of community providers for local service coordination, including Local Public Health Departments. The center also provides: parent-to-parent support, information on diagnosis-specific issues, health benefits assistance, transition planning, assistance with education-related concerns, service coordination, emotional support, a family library, information on recreational opportunities, as well as local state and national resources. Families, caregivers and providers can call the Northeast Regional Center at (920) 969-5325 or toll free, (877) 568-5205 Monday through Friday, between 8:00 a.m and 4:30 p.m.

- **Maehnowesekiyah**—Maehnowesekiyah helps families and individuals with drug and alcohol interventions. They also offer a variety of other community services.

- **ROADS**—ROADS stands for reaching out about depression and suicide. Please stop by the table to find out about resources to address these issues as well as how to help yourself or a friend who may struggle with depression.

- **Social Security**—The Social Security Administration pays benefits under two different programs. One program pays retirement, disability and survivors benefits to workers and their families. The worker must have paid into Social Security and worked long enough for anyone to qualify for benefits on his/her record. We also pay benefits under the Supplemental Security Income (SSI) program to individuals who are aged, blind, or disabled. SSI makes monthly payments to people who have low incomes and few resources. The Social Security Administration also issues original and replacement Social Security cards.

Independent Living/Post-high School Adult Living Objectives/Acquisition of Daily Living Skills:

- **Planned Parenthood**—The Planned Parenthood Clinic in Shawano provides education, clinical exams, and advocacy for all ages, including special population groups. We believe that every individual has a right to pursue sexual information and services without fear, shame, or exploitation. We provide education and other services that involve access to adequate, accurate, and age and ability-appropriate information about sexuality. We also believe that individuals and society benefit when young people are able to discuss sexuality with their parents/other trusted adults, and that there is a need for available resources so parents/other

trusted adults feel comfortable doing in having this dialogue. Our goal in attending this Transition Fair is to provide resources for young adults, their parents, and others involved with their lives that promote a healthy and safe reproductive future.

- **Pregnant Mother's Program – Menominee Nation Early Childhood**—The Pregnant Mom's Program is designed to assist women with access to prenatal and postpartum care through our partnerships with area health care providers. We will work with you throughout your pregnancy to provide information and education about many subjects pertaining to you and the birth of your child. We will provide referrals to our health care partners so that you and your unborn child receive the services needed. We will follow up on these referrals and track the outcome. We are here as your friend to listen to your concerns and help you overcome obstacles that may come your way. We will provide education on the following topics: Fetal Development, Labor & Delivery, Postpartum Recovery, Maternal Depression, Benefits of Breastfeeding, Pre/Post Natal Care, including any topics you wish to discuss. We provide opportunities for you to meet other pregnant women and share with one another your concerns about your pregnancy, childbirth, parenting and any other topics you wish to discuss.
- **Safe Haven**—offers 24 hour emergency shelter to victims and children who have been in domestic violence or sexual assault incidents. We also offer 24 hour crisis line , advocacy, help with restraining orders, court and hospital advocacy, support groups, safety planning, trainings and presentations through out the community, and community resources. Domestic violence and sexual assault affects everyone involved. There are a few simple things as a community we can do to help end the violence within our community. Stop by our booth and find out by asking or you may contact us by phone 715-526-3421 or email www.shawanoshelter.org
- **Dental health**—Menominee Tribal Dental Department will provide information on oral health care to anyone interested. They provide a variety of dental services to the Menominee community including exams, cleanings, fillings, dentures, implants etc. They also provide many community oral health program such as; Summer Sealant program, Fluoride varnish treatments to WIC and Head Start, Xylitol chewing gum program for pregnant mom and infants, diabetes oral health program, School Based Fluoride Mouth rinse and other various oral health education throughout the community.
- **Physical Health—**ThedaCare will have information on keeping yourself healthy—how often should you get a checkup? What is involved in a good health checkup? What are some suggestions for avoiding health problems in the future, and what health problems are genetic?
- **Credit Union**—CoVantage Credit Union offers low minimum balance savings accounts ($10), no minimum balance, fee-free checking accounts, no annual fee overdraft protection, no-fee Check/Debit/ATM cards, low interest, no annual fee credit cards., direct-deposit, and payroll deduction. CoVantage offer Free 24 hour access to your account from any touchtone phone, from any PC, and mobile banking with free Online Bill Pay: The Credit Union's partnership with Accel Financial Counseling provides every member with free personal budgeting and credit counseling services. CoVantage has also helped many borrowers purchase their first car and home. Our lending staff is there to assist members with all their personal and business borrowing needs, large to small.
- **Bank**—BMO Harris Bank will emphasize bank products that will assist individuals with physical, sensory, mental, educational and/or developmental disabilities to help individuals transition from high school to their future workforce or post school education. The Personal Banking and Management team at BMO Harris Bank of Shawano will be assisting students at their booth. The Bank products showcased will focus on maintaining accurate personal, financial records, with an emphasis on saving money. Deposit products to be highlighted are checking and savings accounts. BMO Harris Bank also has a traditional debit/ATM card that can be linked to both checking and/or savings accounts for convenient access and ATM withdrawals. The check card is accepted anywhere MasterCard is accepted and can be used at Point of Sale merchant terminals. BMO also offers free direct deposit which is a safe and convenient system that automatically deposits funds that reoccur into customer deposit accounts. In closing, BMO Harris Bank not only focuses on banking needs that may benefit students, but also in building a lifelong banking relationship with its full service banking products for all ages.
- **Shawano Menominee Counties Health Department**—-We serve clients in Shawano and Menominee counties with education and professional nursing services in home, school and clinical settings. We also work with community coalitions to make Shawano and Menominee counties a healthier place to live. Some of our specific duties include: surveillance and follow up of communicable disease, assuring clean and safe environments including lead blood tests and follow up, radon home test kits, and well water tests, providing vaccinations to individuals on Medicaid, Medicare, and the uninsured, and helping educate the community on being prepared in case of emergency. For clients who are or will be parents, we offer a prenatal care program, help with car seats and cribs, WIC (supplemental food program), and fluoride services. Stop by our booth, check out our website, Facebook, Twitter (@SMCHD1), call 715-526-4808, or e-mail at healthdept@co.shawano.wi.us for more information.
- **Shawano City/County Library**—The Shawano City-County library will have information available on programming for all ages. We offer programs such as story times for children, educational programs on E-Readers, games and creation space for teens, and entertainment for adults like Amy Hanten. The library has WiFi available as well as computers with internet access for the public to use. We will also promote InfoSoup, our internet card catalog, that patrons can use in home or at the library.
- **Investments**—A representative from Edward Jones can answer questions about financial planning, including: When is a good time to start investing or putting money away for retirement? How do you determine how much to invest and how much to put in retirement? What is the difference between using pre-tax dollars and after-tax dollars?
- **Insurance**—Hometown Insurance will be on hand to answer questions on policies, laws and requirements in relation to auto, home/rental, and life insurance.

- **GLITC Tribal Benefits**—A tribal benefits specialist will be available to answer questions.
- **Department of Transportation**—There will be information regarding how to obtain a Class D driver's license (regular car/moped) as well as information on how to obtain a CDL driver's license. This will help interested candidates be successful with the testing process. Overall, safe driving will be the main focus. There will also be information regarding obtaining your state ID.
- **Funeral Home**—Swedberg Funeral Home will provide information regarding burial trusts, funeral services and estate planning for individuals with disabilities, including those who may be receiving medical assistance benefits.
- **UW-Extension 4-H Youth Development Agent**—4-H Youth Development Programs offer low cost, practical, "hands-on" educational, social, and leadership development programs for both youth and adults. An example of this will be covered today with a display on "What You Need to Know Before Buying a Car". Stop by our booth and get information on selecting a car to meet your needs, mileage considerations, financing basics, how to check out a used car, essential car maintenance, etc.
- **UW-Extension Family Living Educator**— UW-Extension Family Living Educator provides education to help people: make healthy choices about diet, activity and food buying. Learn about the new MyPlate healthy eating plan and food safety at home. There will also be information on making decisions on how to spend and save your money. Find out about VITA a free tax preparation service available to you.
- **UW-Extension Wisconsin Nutrition Education Program**—The Wisconsin Nutrition Education Program helps limited resource families and individuals choose healthful diets, purchase and prepare healthful food and handle it safely, and become more food secure by spending their food dollars wisely. WNEP is funded by federal dollars. Supplemental Nutrition Assistance Program Nutrition Education, also known as SNAP-Ed, funds programming in 68 counties. All education is research based and designed for specific types of teaching events including group presentations (individual lessons and short and long-term group series), one-on-one education, and mini-lessons.
- **Shawano Area Food Pantry and Resource Center**—SAFPARC is a resource for adults and families with limited incomes. They are committed to servicing all those in need in the Shawano area. The scope of service includes but is not limited to the distribution of food and personal care items. They are always looking for people to volunteer to work directly with those people in need.

Community Exper./Participation (recreation, volunteerism, community service, responsible living, etc,)

- **Being 18 and The Law**—can discuss any questions you may have about current laws, etc. Examples would be: What are the statistics (or general information) about most common law violations for people aged 17-21 (or similar age groups)? How often do arrests/tickets for 17 year olds or older, driving without a license or a suspended license occur? What are the most common reasons for a young adult to have a suspended license? What are the penalties for driving without a license?
- **Victim/Witness Office**—Mission statement: The Victim/Witness Office is governed by Chapter 950 of the Wisconsin State Statutes and is supervised by the District Attorney. In recognition of the fact that victims and witnesses have rights, we work to ensure that all victims and witnesses are treated with dignity, courtesy, sensitivity, and respect. Description: We are a source of information and support and act as liaison with the prosecutor and advocate for victims and witnesses of the criminal and/or juvenile justice system. We provide information to victims of juvenile and adult crimes of their rights through the court process. We ensure that the victim's voice be heard at the time of the sentencing hearing (this may be written or oral). We also gather restitution information and prepare a restitution report for the court requesting that the victim be reimbursed for their losses.
- **Department of Natural Resources (DNR)**—Students may learn why and when to contact a warden, ask questions about current laws, most common violations, etc.
- **Shawano Area Food Pantry and Resource Center**—SAFPARC is a resource for adults and families with limited incomes. They are committed to servicing all those in need in the Shawano area. The scope of service includes but is not limited to the distribution of food and personal care items. They are always looking for people to volunteer to work directly with those people in need.
- **WI FACETS**—WI FACETS is a non-profit organization who serves families who have children and young adults with special needs. We provide training and information as well as direct one on one services in the area of special education. The Native American Center serves the tribes of Wisconsin and others as well. The center provides help in most areas of special education and is open to any questions that may come up during your educational experiences.

APPENDIX K – Wellness Day

Title of Event: Wellness Day (Submitted by Sauk/Columbia Transition Team)

Audience: 9th - 12th Grade

Time: 9:00 AM - 2:00 PM

Fee: Free

Purpose of Event: To promote and support positive health and well-being through providing students with an opportunity to explore various recreational activities (life-long), participate in a health screen and learn some helpful nutrition tips.

Description of Event: This event takes place in a large gymnasium/field house). *Prior to Event:* Students are given a survey and asked to rank, in order of interest, from 1 to 5 (1- Most to 5 Least) the activities being offered. Students are scheduled for 4 of the 5 activities chosen. When scheduling a sincere effort is made to honor their top four choices; however, it is not a guarantee. In addition, students have the option of signing up for specific areas of the Health Screen or can opt out altogether. Students are also informed that they should dress in attire that allows for movement and MUST wear appropriate footwear (tennis shoes). Two or three local school nurses conduct and provide the equipment needed for the Health Screen. Each school district (4 total) provided 2 supervisors (Min.) and could bring up to 30 students (Max.). *On Event Day:* When students arrive they pick up their schedule and name tag from the registration table. Everyone gathers in the gymnasium for the grand opening: review agenda, overall rules/regulations (sportsmanship, participation, etc…), housekeeping items and a stretching activity. Students are then divided up based on their individual schedules. Sessions start and stop times are managed via game clock.
The day consists of four 25 minute breakout sessions, a 35 minute lunch break, and ends with a 35 minute fun group activity (Electric Slide / Mambo #5/YMCA) followed by a stretching exercise.

Activities of Event:

- Volleyball
- Badminton
- Basketball
- Modified Recreation: Washer Toss, Bean Bag Toss, Goofy Golf, Board Games
- Kickboxing
- Pilates/Yoga
- Zumba
- Line Dancing
- Health Screen: Blood Pressure, Vision (Eye Exam), Dental, Weight, and Nutrition Tips
- Large Group Fun Activity: (Electric Slide/Mambo #5/YMCA)

Planning Materials Needed for Event:

- Master Schedule
- Student Schedule
- Health Care Screening Forms
- Student Emergency Form
- Parent Permission Form

Handouts/Equipment Needed for Event:

- Health Care Toolkit/Resource Book
- Health Screen Checks (Packet): Blood Pressure, Vision, Dental, Weight Management, Nutrition, and Hygiene.
- Music for Line Dancing
- Oversized Birdies for Badminton
- Extra Bean Bags - (Bean Bag Toss)
- Resistance Bands
- Beach Ball - Volleyball
- Prizes/Gifts/Donations: Water Bottle and Athletic Hand Towel

Other:

- FREE Event

Sauk County Transition Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie, and Wisconsin Dells

WELLNESS DAY SCHEDULE

STUDENT NAME_____

SCHOOL_____

	9:15 AM - 9:30 AM	Kick off, rules given
Session 1	9:35 AM -10:10 AM	_____
Session 2	10:15 AM -10:50 AM	_____
Session 3	10:55 AM -11:20 AM	_____
	11:25 AM -12:00 PM	Lunch
Session 4	12:10 PM -12:35 PM	_____
	12:40 PM -12:50 PM	Wrap-Up/Eval.
	12:55PM -1:10 PM	Final Activity

Proper dress is REQUIRED: athletic pants, athletic shorts and tennis shoes. Failure to meet the dress code will result in nonparticipation in Wellness Day.

Wellness Day
Friday, December 6, 2013
PERMISSION FORM

_____ has my permission to participate in Wellness Day on Friday, December 6, 2013.

☐ **(☑ YES) My son/daughter Will** participate in the following health screenings: (☑ all that apply)

☐ Dental ☐ Vision ☐ Weight Management ☐ Nutrition ☐ Blood Pressure

☐ **(☑ NO) My son/daughter Will NOT** participate in any health screenings but will receive a Health Records & Resource List

____ **T-shirt Size**

Please select ☑ FIVE activities that are offered:

☐ Basketball ☐ Volleyball ☐ Badminton ☐ Meditation

☐ Pilates / Yoga / Resistance Bands ☐ Karate ☐ Zumba

☐ Basketball (Modified) ☐ Volleyball (Modified)

☐ Modified Recreation (New games this year)

☐ **(☑ YES) Photos MAY** be taken of my son/daughter participating in the Wellness Day event.

☐ **(☑ NO) Photos MAY NOT** be taken of my son/daughter participating in the Wellness Day event

---

TWO Emergency Phone numbers: _____ OR _____

Please list any special medical concerns: _____

_____

_____ _____
Parent signature Student signature*

*Student signature indicates their willingness to participate by all rules and expectations of the Just-A-Game Field House and the Sauk Prairie School District. *Parent/student signature indicates consent of disclosure that the participant has a disability and participates in the school's special education program.

RETURN NO LATER THAN TUESDAY, NOVEMBER 6, 2013

Sauk County Transitions Team

A joint project with the districts of Baraboo, Reedsburg, Sauk Prairie and Wisconsin Dells

October 18

Dear Parent/Guardian:

Your child has an opportunity to attend and participate in **Wellness Day on Friday, December 7**. This event is held at the Just –A-Game Field House in Wisconsin Dells. Students may be participating in Basketball, Modified Basketball, Volleyball, Badminton, Pilates, Zumba, and Karate. With your permission, your child can also participate in a wellness screening that includes nutrition, weight management, blood pressure, vision and dental.

Students will be transported by bus from their school to the JAG fieldhouse. Staff will be in attendance the day of the event. If you are interested in your child participating in this conference, please complete the bottom of this slip and the attached registration form. Lunch will be a sack lunch that will be charged to your family lunch account.

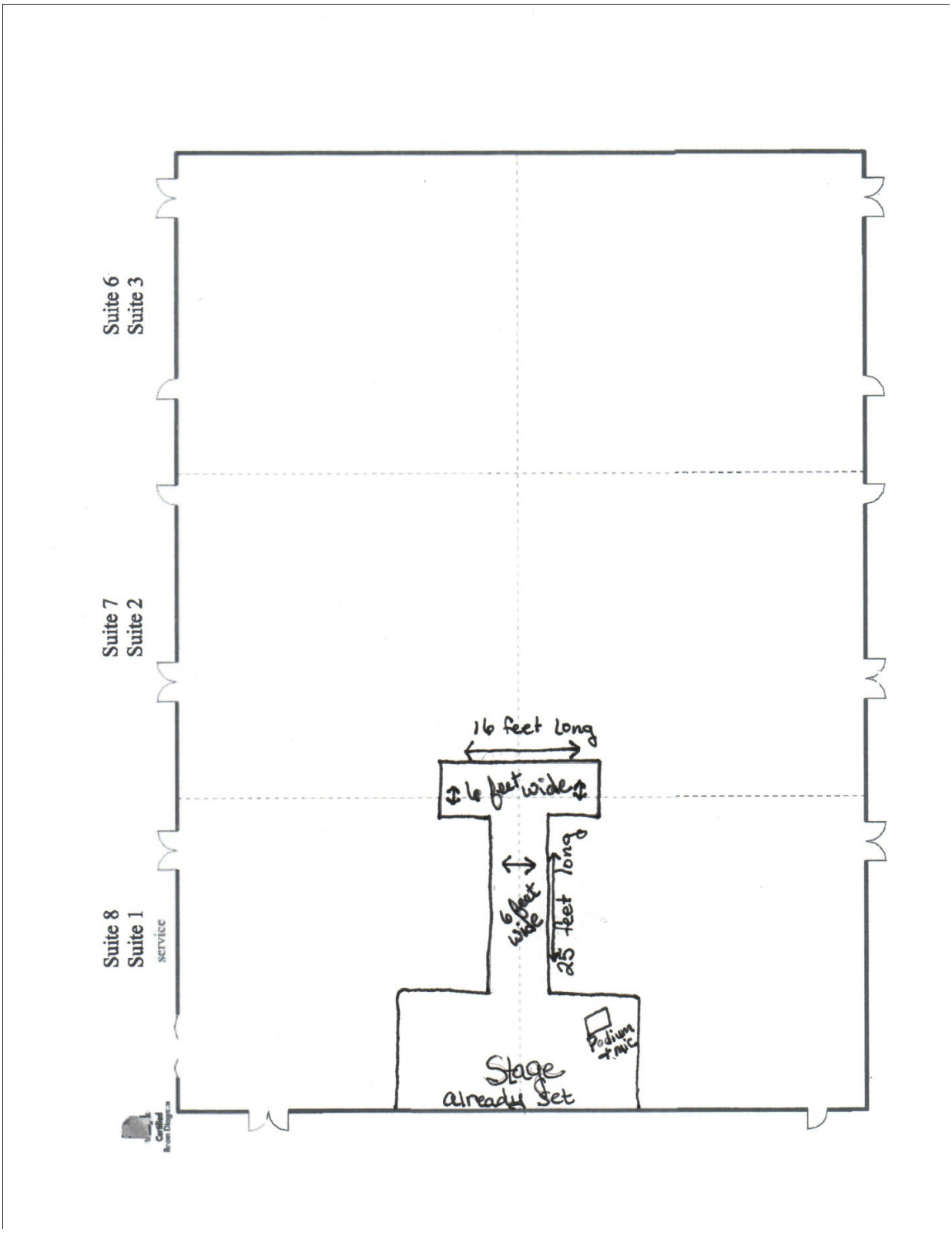
The **permission slip and registration form** should be returned to Mrs. Kennedy by **Tuesday, November 13**

Sincerely,

Sauk CountyTransitions Team

Kathy Tuttle	*Sharon Schafer*	*Liz Kennedy*	*Brian Kenney*
Baraboo	*Reedsburg*	*Sauk Prairie*	*Wisconsin Dells*

APPENDIX L – What Not to Wear



District Name
Contact person's name and title
Address

Date

Dear Retailer,

I know it is a busy time of year and you are pressed for time. Please take a moment to read this letter as I believe it will be beneficial to your company as well as the project I am coordinating.

On (date of your event) myself as well as volunteers and several students with disabilities will be presenting our 1st annual fashion show entitled (Insert your title here) "It's My Life, What to Wear and Not to Wear to Work" with the students as the featured models. The idea behind the fashion show is to (insert your purpose for doing this) As employers, you understand the importance of our young people learning the basics of preparing for work and life long careers. By donating attire to our show, you're not just giving students the opportunity to walk the runway, but also investing in your future workforce.

As I mentioned above, the fashion show is focused on what to wear and not to wear to work. We are asking for donations of attire to compliment a work setting as well as casual stylish clothing that would not be appropriate in the work setting. We are looking for a variety of sizes in both men and women's clothing in three main themed areas:

- Professional-Men or Women's suits, dress pants, sweaters, blouses, shirts, ties, socks, accessories, etc…
- Casual Friday- colored jeans, long sleeve tees with a scarf, blazers, dress shirts, dress pants, necklaces and other accessories, etc…
- What not to wear – several of today's fashions are appropriate for other occasions, but not in the work place. We would be in search of jeans that are torn, low fitting, low cut shirts, t-shirts, accessories, etc…

By contributing these items, you will receive free advertising and positive public relations within the community. We will post your business name in the program as well as announce your business as our models walk the runway. Each student will be writing their own script for the fashion show. If you would like to contribute information for the script on your donation, that would be appreciated.

Through your contribution for the fashion show, you are helping our students immeasurably by giving them self confidence as they model for a huge audience, learn the power or self advocacy, understand the importance of being successful and learning what is appropriate attire in the workplace.

I hope you will consider donating to this event. I would like to receive all donations by (insert your date) to assure we are able to give you the advertising you deserve in our event program.

If you have any questions, please do not hesitate to contact me at (insert your phone number).

Thank you for your time and consideration!

Sincerely,
(Insert your name here)

Presenting
"It's My Life" Fashion Show

Thursday, February 9th, 2012

12:30 pm

At the Kalahari Conference Center

Featuring the students of Beloit and Watertown High schools

Designs By:
Tanger Outlet Mall

Every person who attends will receive a $5.00 voucher for more great deals!!!

PHOTO/MEDIA RELEASE

You (your daughter/son) has been chosen to participate in the (Title of event) Fashion Show at (location) through their school district. There may be opportunities for the students, staff and volunteers to speak to the media about the (event title) Fashion Show and their personal experiences throughout this event. In addition, general photos and some video will be taken throughout this process of the event.

Students selected to speak to the media will do so under the guidance and supervision of an educator, or other staff member involved in the event.

By signing below, you are giving permission for the school district and local media to use pictures, videotape and other media for purposes relating directly to this event.

I, _____, give my permission to have
Print Name
my picture and/or video taken for purposes relating directly to the (event title) Fashion Show and (district name).

_____ _____
Student Signature (required) Date

_____ _____
Parent Signature (if under 18) Date

“It’s My Life”
Fashion Show
For Youth, Created By Youth

Fashion Show Mc’s

Joe
Sally

Fashion Show Assistants

Mary
Jack

What Not to Wear Fashion Show Models

Jenny
Betsy

What to Wear Fashion Show Models

Tom
George

Security

Amy
Tyler

It's My Life Fashion Show

Black pants? Tennis shoes? Dresses? Jeans? Ties? With so many options in our closets, it can be hard to keep in mind what is, and isn't, workplace acceptable. Students from Beloit and Watertown School Districts will take the runway to illuminate what should and should not be worn in offices and other work settings. The students will uniquely present a What [Not] to Wear Workplace Edition fashion show and demonstrate workplace wardrobes in a more engaging, lasting , and entertaining way.

Fashion Show Script

My Name is Jalen. I am one of your MC's for today's fashion show along with Rakeem and Carmen. Ourselves, along with all of the models from Beloit and Watertown schools want to welcome you to the " It's My Life Fashion Show". Today's models will demonstrate what is and is NOT appropriate to wear in the workplace for young adults. This is a fun way for students in your classrooms and communities to see what work place attire should look like. Please hold your applause until the end of the show.

Security!!!!!!!!!!

Jalen: We will begin this show with what **NOT** to wear. In this section, you will see what youth are wearing in your schools and communities. Each outfit has its place, but not in a work setting.

Jalen: Our first model, Kenya is wearing her best party dress. She looks good for a rock concert, but unless she is interviewing for a backup singer, she will want to change her look.

Jalen: Go Packers! After high school these two Andrews will work full time as an NFL Football player for the Packers. Even on Packer Day at work, you need to tone it down. Save this look for the couch on Sundays and do not wear this to your interview!

Jalen: Tyler, your workout clothes are impressive, but not a reason to show off your muscles in the workplace. And flip flops are never appropriate for the workplace no matter where you work. Take that outfit to the beach!

Jalen: Someone needs to share with our next models Alyssa and Kaitlyn that PJ's are not appropriate for even the supermarket unless you are deathly ill and no one on the planet will shop for you, so let's not wear them to work!

Jalen: Nicole is displaying the classic, I am a teenager and I don't want to be here look in her ripped up jeans and hoodie. Nothing tells an employer I'm not interested more than no eye contact, I didn't bother to shower today and your hoodie covering your face. Show them who you are and dress nicely to make that first impression.

Jalen: Our final not what to wear to work is Kayla: a bit of advice Kayla, let's get acquainted with a little friend I call the iron! Nice attire, but come on!

Small conversation between Jalen and Rakeem:

Jalen: Can you believe that attire?

Rakeem: As young adults we know what to wear, don't we?

Jalen: I sure hope so!!!!

Rakeem: Let's redeem ourselves and show this audience we do know what to wear.

Rakeem: Casual Friday is a tradition in several workplaces. We have found some of the best wardrobe at second hand stores and in our closets. In some cases our friends' closets. You know what I am talking about ladies. We want our next segment to demonstrate the perfect looks for casual Friday in the workplace.

Rakeem: Cachet and David present us the perfect Casual Friday attire. A nice sweater is an option for a business casual job interview or work setting paired with dress pants. For the ladies, simple hair and makeup are professional as well. John is wearing dress pants and a nice polo which is also appropriate for a casual Friday look.

Rakeem: Next, our second set of business casual clothing is modeled by Megan and Bradley. They have a casual, but business look in their button up shirts and dress pants. They look good for any business setting.

Small conversation between Rakeem and Carmen:
Rakeem: That was definitely better than the what not to wear session.
Carmen: Let's see what our models came up with for business professional.

Carmen: For young women, a skirt is an option as well such as Morgan is wearing. Her skirt is the appropriate length. Skirts that are too short or too tight lose their professionalism. Scott is wearing a nice button-down shirt and tie. This look has professionalism all over it and is a great option for a young man.

Carmen: Our final duo is Autumn and Seth who are dressed for success sporting men and women's suits. After high school, Seth and Autumn will attend a 4 year university full time in the field of business. They are dressed appropriately to gain an internship in the business world.

Small conversation between Rakeem, Carmen and Jalen:
Carmen: Well Rakeem and Jalen, this ends our show. I think we pulled it off. We do know how to dress for success.
Rakeem: It's our life and if we want to be successful, we need to show employers we are here and ready to work.
Jalen: If the audience feels the same, let's bring all our models back on stage, even the **Not** what to wear models and give them a round of applause. (All models will take the stage in their attire for a finale.)

All youth exit the stage.
Take a deep breath, the show is done!

Rakeem-General Annoucement - The next concurrent session begins at 1:15 please be sure to take some time and visit the exhibit hall. The raffle will be back here at 4:30, so be sure get your pink tickets in the raffle box. Enjoy your afternoon!

Fashion Show Script

Music: played lightly-Fierce on the Catwalk

My Name is Jalen Riddle. I am one of your MC's for today's fashion show along with Rakeem McCaa and Carmen Olson. Ourselves, along with all of the models from Beloit and Watertown schools want to welcome you to the " It's My Life Fashion Show". Today's models will demonstrate what is and is NOT appropriate to wear in the workplace for young adults. This is a fun way for students in your classrooms and communities to see what work place attire should look like. Please hold your applause until the end of the show.

Music: Men in Black

Security!!!!!!!!!! 10 students will line the stage to the song men in black

Music: continue men in black softly

Jalen: We will begin this show with what **NOT** to wear. In this section, you will see what youth are wearing in your schools and communities. Each outfit has its place, but not in a work setting.

Music: Dressed to Party

Jalen: Our first model, Kenya is wearing her best party dress. She looks good for a rock concert, but unless she is interviewing for a backup singer, she will want to change her look.

Jalen: Go Packers! After high school these two Andrews will work full time as an NFL Football player for the Packers. Even on Packer Day at work, you need to tone it down. Save this look for the couch on Sundays and do not wear this to your interview!

Music: Head to Toe

Jalen: Tyler, your workout clothes are impressive, but not a reason to show off your muscles in the workplace. And flip flops are never appropriate for the workplace no matter where you work. Take that outfit to the beach!

Music: Suburbia

Jalen: Someone needs to share with our next models Alyssa and Kaitlyn that PJ's are not appropriate for even the supermarket unless you are deathly ill and no one on the planet will shop for you, so let's not wear them to work!

Jalen: Nicole is displaying the classic, I am a teenager and I don't want to be here look in her ripped up jeans and hoodie. Nothing tells an employer I'm not interested more than no eye contact, I didn't bother to shower today and your hoodie covering your face. Show them who you are and dress nicely to make that first impression.

Jalen: Our final not what to wear to work is Kayla: a bit of advice Kayla, let's get acquainted with a little friend I call the iron! Nice attire, but come on!

Music: same music softly

Small conversation between Jalen and Rakeem:

Jalen: Can you believe that attire?

Rakeem: As young adults we know what to wear, don't we?

Jalen: I sure hope so!!!!
Rakeem: Let's redeem ourselves and show this audience we do know what to wear.

Music: Worken the Stiletto-Softly

Rakeem: Casual Friday is a tradition in several workplaces. We have found some of the best wardrobe at second hand stores and in our closets. In some cases our friends' closets. You know what I am talking about ladies. We want our next segment to demonstrate the perfect looks for casual Friday in the workplace.

Music: Worken the Stiletto con't

Rakeem: Cachet and David present us the perfect Casual Friday attire. A nice sweater is an option for a business casual job interview or work setting paired with dress pants. For the ladies, simple hair and makeup are professional as well. John is wearing dress pants and a nice polo which is also appropriate for a casual Friday look.

Rakeem: Next, our second set of business casual clothing is modeled by Megan and Bradley. They have a casual, but business look in their button up shirts and dress pants. They look good for any business setting.

Soften music

Small conversation between Rakeem and Carmen:
Rakeem: That was definitely better than the what not to wear session.
Carmen: Let's see what our models came up with for business professional.

Music – Downtown Style

Carmen: For young women, a skirt is an option as well such as Morgan is wearing. Her skirt is the appropriate length. Skirts that are too short or too tight lose their professionalism. Scott is wearing a nice button-down shirt and tie. This look has professionalism all over it and is a great option for a young man.

Carmen: Our final duo is Autumn and Seth who are dressed for success sporting men and women's suits. After high school, Seth and Autumn will attend a 4 year university full time in the field of business. They are dressed appropriately to gain an internship in the business world.

Soften music

Small conversation between Rakeem, Carmen and Jalen:
Carmen: Well Rakeem and Jalen, this ends our show. I think we pulled it off. We do know how to dress for success.
Rakeem: It's our life and if we want to be successful, we need to show employers we are here and ready to work.

Music: It's my Life

Jalen: If the audience feels the same, let's bring all our models back on stage, even the **Not** what to wear models and give them a round of applause. (All models will take the stage in their attire for a finale.)

All youth exit the stage.
Take a deep breath, the show is done!

Rakeem-General Annoucement - The next concurrent session begins at 1:15 please be sure to take some time and visit the exhibit hall. The raffle will be back here at 4:30, so be sure get your pink tickets in the raffle box. Enjoy your afternoon!

Mc-Carmen
What NOT to wear
Kenya -Punk Rock look
Maria – Party Dress
Tyler r-Shorts, Tank, flip flops, Tattoo
Katitlyn – sweatshirt, jeans, etc…
Nicole –sweatshirt, jeans, tennis shoes
Alyssa – PJ pants/old t-shirt
Andrew-Packer Garb
Andrew-Packer Garb

What TO Wear
Latreace
Cachet
Autumn
Bradley
Seth
David
Morgan
Scott
Megan
Jon S–Restaurant Manager
Security
Ricky
Cody

How to Organize a Fashion Show Fundraiser

No matter what time of year it is, a fashion show can be a popular fundraising event. It's fun for the people involved in putting it on, for the models walking the runway, and for everyone who comes to see it, especially if they're watching friends and family members strutting their stuff.

It's also a great way to get your organization's members, and the community, involved for a good cause. The more people you can get to help out, the better, because a fashion show fundraiser takes planning and work to pull off successfully.

Start planning several months in advance. You'll need time to line up participants, volunteers, and vendors to provide the fashions being displayed. Several things need to be taken into consideration. Follow these steps, and your fashion show fundraiser is sure to be a success.

Decide on a Theme

The theme you choose will set the tone for the entire show, and will be a factor in subsequent decisions. Themes can be based on seasons or holidays. If your group's members are willing to get creative and do a bit more work, put on an imaginative show of futuristic fashions. Or feature baby and kid fashions. Once you've chosen a theme, you can move on to the actual planning.

Find an Appropriate Location

The ideal location would have a stage with a catwalk, space for an audience, and a dressing area behind it all. Unless you're in New York or Los Angeles, this may be difficult to find. An auditorium with a stage can work just as well. Have your models simply walk across a stage, pausing front and center to allow the audience a good look at the fashions on display. A local theater may even have actual dressing rooms where the models can change. If not, a few makeshift dressing areas separated by curtains and rods will be fine. Whatever venue you decide upon, be sure to book it in advance. You'll also want to confirm how many people the location will accommodate so you know how many tickets to sell.

Sell Tickets

This is where the bulk of the funds you raise will come from. Keep your demographic in mind when setting a ticket price. If you live in a large city, the ticket price can be a bit higher than if you live in a small town. Have the members of your organization sell tickets at work, school, church, and anywhere else they may find themselves on a regular basis. Be sure to determine a refund policy beforehand. Some people may buy tickets early, and then be unable to attend. The more notice you can give the community through advertising, the better chance everyone has of sticking to a commitment to attend.

Advertise Your Event

Advertising options range from the simple, such as word of mouth, and printing and posting fliers, to the more complicated, such as paid print advertising, and working with a local TV or radio station. Find out if anyone in your group is artistic or has any graphic design experience, and ask them to design a flier. These can be posted in public places, and you can ask businesses if they mind displaying them in their stores. Be sure that any businesses participating in the fashion show are also publicizing it. Call the local TV and radio stations, and the newspaper, and ask them to publicize and cover your event. If your organization is able to pay for advertising, take out an ad in the newspaper. And if your group has a website, be sure to include details of your upcoming fundraiser on the home page.

Find Clothing to Model

You can't have a fashion show without the fashions, right? Talk to local clothing store owners to see if they're willing to donate items in exchange for the publicity. Some groups who put on fashion show fundraisers even charge vendors a fee to have their clothing included in the show. It's up to you whether you want to go that route. Either way, ask the vendors to provide coupons for ticket buyers. After they've seen the clothes in action, they may want to copy those looks themselves. Here's an important tip: Have the models wear bike shorts and sports bras for quick changes, and to keep their modesty intact with so many people working backstage. This also reduces the chances of any wardrobe malfunctions ruining the show.

Find Models

This is where the community can really get involved. Ask members of your own group to volunteer first. Then, if you still need models, open it up to the community. Post a request on a local college's bulletin board. Ask fellow parents at school, or members of your church. If you've decided to go with a baby fashion theme, there should be no shortage of parents who want to show off their babies in cute clothes.

Accessorize

In addition to the clothes, the models will need shoes, at a minimum. Other nice touches like jewelry, scarves, or other accessories will complete the show. If the vendors providing the clothes don't offer accessories, try to work with a few other stores that do.

Assign a Staff

There is a lot of behind-the-scenes work to be done for a fashion show. You'll need people to sell tickets, put up fliers, decorate the stage, set up dressing areas, play music during the show, and help the models change outfits. Most importantly, you'll need an emcee to describe the clothing as the models walk the stage. If there aren't enough people in your group to handle all the duties, branch out into the community. Ask family, friends, and coworkers to help out.

After everything is planned and put in place, remember to have fun!

Fundraising Idea of the Month:
Fashion Show

by Doug Nash

Shopping for clothes can be one of those chores that most people put off until the last minute, a past time rarely placed on the top ten enjoyable things to do list.

Mothers have to struggle to get the kids to come and then hassle them to try on the clothes. To buy clothes for themselves is tough as well, for when do they have the spare time to do it in a relaxed manner, a manner that is very very desirable if not essential. As for the male half of this equation, we won't go into that dark and depressing area, suffice to say that maybe it's a good thing that the women are in charge of the clothes shopping.

So, how can we offer a solution to Mum and make a fundraising dollar at the same time? Have a fashion show. If organised properly, you will be doing a public service, helping the local economy and improving your organisation's bottom line.

Things that will need to do or decide:

- Someone willing to be in charge and responsible for the show.
- Models can be volunteers from agency or members of your organisation (for kids' shows use the children of those parents attending).
- Will the show be private (open only to those directly invited) or public? Should you hire an appropriate venue or maybe approach the shopping centre where the shops are to host or sponsor the show.
- Alternatively consider holding the show in a members' backyard in a relaxed bar-b-que atmosphere?
- Support and participation of local clothes stores.
- An appropriate sound system.
- Refreshments (will you need a license to sell alcohol)?
- A decision whether to raise the money by ticket prices, commission on sales, participation fee levied on the clothes stores participating or a combination of the above.
- Should the event be held by night or day, weekday or weekend?
- What theme to use: summer, winter, baby, young, teenager, sports, 14 up (size that is).

Your theme may depend on which clothes shops participate. You may have to see which shops agree to participate then work out a theme. Be prepared to adjust your theme to local influences.

Time is crucial when organising a fashion show so give yourself plenty of lead time. This activity is a great way for the members to mingle and relax as well as raise money. It is also a great way to court new members.

ORGANISING A FASHION SHOW: some hints & tips.

Fashion shows are fun and creative way of highlighting some of the ethical issues surrounding the fashion industry. There is a lot to be considered so it is well worth planning ahead.

Organising a fashion show can be very time consuming and there is a great deal of hard work involved. However, on the day, when the buzz and excitement of the show take over, it is all worthwhile. Highlighting some of the problems within the industry is also an extremely

valuable thing to do. Whether you want to concentrate on child labour, environmental damage, workers rights or recycling there are a lot of issues to address. It is not a task for one person alone, but for a team. Work together to get the best possible results.

In the fashion industry shows tend not to last more than half an hour. Your show can be as long or as short as you feel is appropriate. Take into consideration the amount

of models you have, the number of outfits you are showing, other entertainment you are having and the number of people you expect to be in the audience. If you want dance routines, live music or an art exhibition to be part of your event – feel free. Be as creative as you like with the format of a catwalk show.

This pack will provide you with a rough checklist of things to consider as well as creative ideas about the content and some tips to get you started. If you have any questions feel free to contact me at:

anna.fitzpatrick@ejfoundation.org

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Date and Venue:

When is the show going to be? Is it going to be a daytime affair or an evening one? Bear in mind that if you opt for an evening time show, ideally you should be able to provide entertainment for a couple of hours (including an interval). Alternatively, it could be a shorter show staged during lunchtime and maybe repeated a couple of times throughout the day to ensure maximum exposure – i.e. everyone who wants to see it can. This sort of show sill take less organising and works well if the audience is just going to be fellow pupils at school.

The venue of the show might dictate the date and the length of the show. If it is going to be at school, book the hall as far in advance as possible. Consider whether it will be possible to hold rehearsals there in the run up to the show. If you are planning the venue to be outside school you will need to check with a teacher that the venue has the appropriate insurance for the show. You will also need somewhere to practice. You should also

bear in mind that there will need to be some sort of space to keep the outfits in and a place for the models to get changed. A separate area for boys and girls will be needed. If possible this area will be private and warm.

The catwalk:

The key feature of the show is of course the catwalk and there is the length and layout to consider. Stage blocks are ideal as there are about the right height.

If you would rather not use a raised catwalk (or there are no stage blocks) a floor level stage area can work just as well. You can mark out the shape and length of the catwalk with masking tape or double sided tape, with one side covered in glitter to add a bit of sparkle to the stage. Ideally the stage should be white but black works well too.

These are some possible shapes for the stage. It will largely depend on your back stage area and where the entrance to the catwalk is.

The Team:

A show cannot be organised by one person alone. Dividing the key jobs between a group of you is certainly the most ideal way of doing things and will ensure the smoothest running show. It is also an easy way on making sure everything gets done. Depending on how many people there are organising the show the job titles and descriptions are as follows. Jobs with the same bullet point can be merged should the team be a small one. The rough plan here is for an eight-person strong show committee.

SHOW PRODUCER: It is the show producer's job to ensure that everyone else knows what they are doing and is doing it. If they are having difficulties the show producer must help them out. Keeps everyone briefed on changes, times, rehearsals, etc.

BACKSTAGE MANAGER: This is an exciting but stressful job and suits someone who works well under pressure. It is a relatively calm job until show day. The backstage manager ensures that everything goes exactly to plan on the day. Needs to know everything about the actual show. Works closely with the Show Producer, the Stylist and needs good relationship with all the models. In the run up to the show can be used as a spare pair of hands helping out in the other departments if and when they need help.

ENTERTAINMENT MANAGER: Are you having other forms of

entertainment as well as a catwalk show? If so, you will need some one to be in charge of this. The Entertainment Manager will need to inform the other performers about rehearsal times and dates, ensure they all know what they are doing on the night. If you are having a guest speak for instance, it is the Entertainment Manager who must greet them and look after them on the show day.

SHOW PRODUCER CAN BE BACKSTAGE MANAGER ON THE NIGHT IF THERE IS A LIMITED AMOUNT OF PEOPLE BACKSTAGE MANAGER CAN ALSO DO THE JOB OF THE ENTERNTAINMENT MANAGER.

STYLIST/WARDROBE MANAGER: This is undoubtedly a role for someone who is very interested in fashion/clothes. Is responsible for the content of the show – finds clothes, fits models, sorts out the running order. A very important part of this job is protecting the clothes. Must ensure they are kept in good condition and are returned in the same condition they were found in.

HAIR AND MAKEUP ARTIST: Again, a creative role. Works closely with stylist to create fabulous image for the models. REMEMBER TO EXAGGERATE. If it is feasible this person may scout others to work with and lend a hand with the hair and makeup.

CASTING MANAGER: Who are your models? Friends, parents, teachers? Are you holding auditions? The main duty of the Casting Manager is to make certain that all models know what they are doing, that they feel comfortable, that they attend rehearsals. This is a fun job but also one which relies upon organisational skills.

THE STYLIST CAN ALSO BE IN CHARGE OF HAIR AND MAKEUP AND KEEP AN EYE ON THE MODELS. ALL THREE WILL WORK CLOSELY TOGETHER. Look in magazines for inspiration, tear out pages and compile a look book for inspiration of some of the looks you might want to go for.

PRIZES, PROGRAMS AND GUEST LIST MANAGER: Do you want to have a raffle during the event, if so you will need some prizes? Approach local businesses, either in person or by letter, explaining what the event is for and ask if they would be willing to donate a prize. If you are successful be sure to invite them to the show. If you are having a programme to accompany the event be sure to thank them in print. Design or enlist help to design the program for the event. Work closely with Promoter to compile and manage guest list.

PROMOTIONAL MANAGER: Organises selling tickets, advertises the events through posters. It is also worthwhile to contact the local media and explain what you are doing and why.

THESE ROLES ARE VERY SIMILAR AND THE TWO SHOULD WORK TOGETHER CLOSELY. THE DUTIES CAN BE DONE BY ONE PERSON OR SHARED OUT BETWEEN AS MANY AS YOU LIKE.

ONCE EVERYONE HAS BEEN ASSIGNED A JOB, AS FAIRLY AS POSSIBLE, ORGANISE A WEEKLY MEETING AT LUNCHTIME FOR UPDATES AND IDEAS, SO EVERYONE INVOLVED KNOWS WHAT IS GOING ON.

Models:

Generally speaking it is easy to find willing volunteers to model in the show. A variety of height, shapes and sizes is good. You must have the models measurements as soon as possible to ensure the outfits all fit.

The Show:

Discussing the small details of the show is perhaps the most fun and creative part of organising the event. How are you going to make your show really original, make it really stand out? The team should get together to brainstorm a few ideas. How is the show going to work? Is it going to be one continuous catwalk show or is it going to be broken up into ‘scenes’ or ‘looks’ with a short break in between? If so, how are you going to fill the break, remember you need to entertain the audience at all times?

Here is a list of things you might want to consider:

♣ If you opt for a continuous catwalk show, you must give the models time to get changed. Estimate the rough time it will take a model to walk down the catwalk. Allow 3 minutes minimum for a change. Work out how many models must go in between a models first and second appearance. THIS IS NOT AS COMPLICATED AS IT SOUNDS!

♣ Perhaps there is a band or singer who would like to perform. Or perhaps some dancers who would like to perform a routine.

♣ A poetry reading or short drama piece.

♣ A magician or jugglers always entertain the audience.

♣ Use the breaks to highlight some of thinking behind the show. EG if you want to highlight the use of child labour in the fashion industry you could show a film[1] or read an account of children working to produce clothing for Europe.

♣ If the show is being organised as a fundraising

event then a spokesperson from the charity could make a short speech about the nature of the charity.

♣ Think about how you are going to introduce the show. Are you going to have a *compere* to introduce the different sections of the show? Consider whether you will have amplified sound. Or perhaps at the

[1] An informative film about the farming of cotton is available for free from the Environmental Justice Foundation. See www.ejfoundation.org for more details.

beginning of each section the first model can hold a sign signifying the new 'look'.

♣ What music are you going to use?

Themes:

Just because the show is about 'ethical fashion' does not mean it has to follow any particular format. Be as inventive as you like. Enjoy it. Fashion should be responsible but FUN and enjoyable. A few ideas for themes are:

♠ Minimalist – think clean lines, simple colours, and black and white, Cream and grey. Sophisticated and grown up.

♠ Bold, striking and flamboyant – bright, garish colours, crazy unconventional make up. Very fun.

♠ Wild and natural – think greens, browns, Mother Nature and our relationship with the planet.

♠ EMO/Goth/Punk – black, red, purple. Dark eyes, loud music. Angry about damaging the planet?

♠ The 60s, 70s, 80s and/or 90s – want a historical reference? Research the key looks www.fashionera.com is a great site for over viewing the key trends in the different decades.

♠ Junkyard angel – recycled fashion, with heavenly make-up and accessories. Think peaches, pinks, golds, silvers and sparkles.

♠ Childhood Innocence – pale colours, soft shapes.

Feel free to interpret any of these ideas as you like. They are just there to get you started. Keep in mind what the purpose of the show is and try to think of ideas and themes around that.

The Clothes:

Without clothes there will be no show. Since the show is about ethical issues you must ensure that the clothes you use have been produced in an ethical fashion. Be clear about this in your programme. If you are finding it hard to find clothes, make a point of this. Your show could be used to highlight the fact that ethical clothes are hard to come by. Find out about designers and brands that are using organic or fair trade items and approach them with

information about your show.
Approach local boutiques and stores, who stock an ethical range, to ask if they will lend them to you for the
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Ethical Fashion Show
ORGANISERS PACK
evening. Go in and ask in person but take a letter with you with explains about the show. More and more of the high street stores are stocking organic or fair trade clothes. Most likely they will be keen to promote the fact that they are now taking an interest in the larger issues in the industry.
Also approach second-hand shops and charity shops. A creative eye can put together great outfits and you can find lots of really unique bits and bobs. This is a really cool way of making your show stand out from the others.
You could also organise a re-fashioning event for other students at school. Get them to customise or re-style an old item of clothing. Then show them on the catwalk. This is a great way to get more people involved and interested in what you are doing. The crazier the designs the better they will look on the catwalk.
You must look after very, very carefully any clothes that you are lent. You will have to return them after the show in excellent condition. You must ensure the models know this.
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Posted on July 25, 2011 by John Casablancas

How to Organize a Fashion Show

A fashion show can be created for several reasons. It can be for a teachable moment in your class or a bigger project, such as a fundraiser. There are endless possibilities. Below are tips to assist in making your fashion show a success.

1. Start planning several months in advance.
2. Identify people to work with. The number of people will depend on the size of your show. Thoughts for volunteers include:
    a. Sell tickets
    b. Put up fliers
    c. Decorate the stage
    d. Set up dressing areas
    e. Play music during the show
    f. Help models get dressed and accessorized
3. Decide on a theme for your show (Ex. What to wear and not to wear in the workplace)
4. Choose the music to title the show. (It's my Life is our theme today By Bon Jovi)
5. Choose a location to host the event. Make sure there is space for your runway, seating, rooms for dressing (male and female), and handicap accessible.
6. Choose the time and date of your event. Consider other school events when planning.
7. Choose the students you would like to have participate in the planning and participating in the show.
8. For your WHAT TO WEAR clothing (or other theme), contact local retail businesses for your showcase clothing. Ask businesses to consign or donate a few pieces of clothing to you in exchange for publicity of the event. *Note-if you "borrow" clothes, DO NOT CUT THE TAGS OFF!
   OR a second option is to choose an array of clothing from your closet, friend's closets, and the students in your fashion show.
9. Make a list of clothing you have "borrowed" with a description and store name, contact person, address and phone so that it is returned to the correct place.
10. For your WHAT NOT TO WEAR clothing, have fun with it. Look at today's youth fashions that are not considered appropriate for the workplace, and sometimes not appropriate anywhere. Have the students assist you in this area of expertise!
11. Optional-Contact local hair salons, make-up artists (Mary Kay or Avon), modeling agencies, etc… to raise the students self confidence as they take the runway! Ask them to volunteer their time in exchange for publicity of their businesses. *Note, tell all students to come to the event showered and with clean hair!
12. Gather all students to try on clothing or a trip to the store for a fitting. (Teachable moment) Once a match is made, take a picture of that person with the clothing they will be wearing. Number the picture in the order they will walk the day of the event. (This is also a good visual for the student on how they should be dressed and presenting themselves before they head down the runway)
13. Have the student write a script for their part in the show (what they are wearing, goals after high school, etc…)

14. The day of the event, relax and get yourself ready for the show. Check, lights, music, models, and clothing.
15. Either yourself or designate one of your team members to stay backstage and help models with final touches. This also helps everyone keep moving so they are ready on key!
16. Give a “pep” talk to everyone who is a part of your fashion show team! (including yourself)
17. Let the show begin! (The rest of the show is out of your hands at this point)
18. End of show-Thank everyone and the audience for attending.
19. Whew!!! Glow in the light of this wonderful accomplishment!!!!

Date

Dear Parent/Guardian,

Your daughter/son has been asked to participate in a fashion show titled, (insert title), which will be held at (Location of event) on (date). The students will be modeling clothing to show what clothing should be worn/not worn to work. The idea behind the show is to provide all students ideas of appropriate attire for the workplace as they begin their career journey.

Thank you for your support.

If you have questions and/or concerns, please feel free to contact me at (insert name and contact information)

Please sign/date and return by (insert date)

I (name of parent/guardian)_____, grant permission for my daughter/son (name of Child)_____to participate in the fashion show. Transportation will be provided by the school district. This activity will take place under the guidance and direction of the (school district name) employees.

Thoughts on commentary when the students walk out for <u>what not to wear- Remember, these are just thoughts.</u>

We will not want to duplicate these, so let me know what students you think would fit the attire and we will put their name on it.

(What students could wear are in ( ).

Flip flops are never appropriate for the workplace unless you work in a spa. Save those flip flops for the beach! (Short shorts and tank with bra strap out and of course flip flops)

PJ's are not appropriate for even the supermarket unless you are deathly ill and no one on the planet will shop for you, so let's not wear them to work! (PJ pants and shirt with slippers)

Butt crack is appropriate nowhere, that's right, nowhere!!!! (Shirt to short and pants that ride to low) Wear shirts of proper length and shun pants that ride to low

Your workout clothes are impressive, but not reason to show off your guns (maybe muscles) in the workplace! (Tank for a guy working on his toning with zumba pants or something like that- the tough man look)

If you notice you pants tend to fall to the ground when you walk, grab a belt, tuck in your shirt and cover those boxers boys-this is right up there with the butt crack comment! (you know the whole pants to the ground song, that look)

T-shirts with logo's-Really, is this appropriate, Let's ask the audience. (T-shirt with inappropriate logo and ripped up jeans)

Let's get acquainted with a little friend I call the iron! Nice attire, but come on! (Dress shirt and dress pants as wrinkled as you can get them)

If you can imagine yourself in your attire at yoga, don't wear it to work! (Tight fitting clothing with sports bra showing-but have a shirt on)

Ladies, thongs may be comfortable under your pants and you may think lots of cleavage looks good, but people seeing them is not pretty! Pull up your pants, put on a sweater and get back to work! (low riding pants with thong showing and a short shirt with cleavage-just everything to small)

We know, the PACKERS Rock, but if it's not Packer day at work, save the attire for Sundays at home!!! (complete packer attire from head to toe)

These are just some thoughts. Please let me know if you have others!

Also, tattoos and piercings are a must. I would recommend fake ones.

APPENDIX M – Amazing Race to Employment

On Friday, April 21st, the Rusk County Community on Transition (CCoT) organized a race for the three local school districts – Bruce, Flambeau, and Ladysmith as a collaborative effort in their county to increase employment connections for youth with disabilities. **Take a peek at their day here:** Rusk County Amazing Race Video

Below are a few school highlights of the Amazing Race in Rusk County:

- The teams connected with **47** businesses in **ONE** morning!
- A connection for business tours was made with at least five businesses.
- "A great opportunity for your students to meet one on one with real companies." – Bruce School District
- "It was helpful for our students to hear that earning a high school diploma is important as almost everyone we talked to required a high school diploma to apply for jobs within their business." – Ladysmith High School
- "This was a great experience for our students." – Ladysmith High School
- "Businesses were open to this event and we were able to connect one of our local businesses to the thought of working with the Division of Vocational Rehabilitation (DVR) as they had not heard about them before."

A few highlights from the student perspective included:

- Faith, from Bruce High School was able to ask some in-depth questions on how employers make accommodations for students who have disabilities. She learned that employers have helped make checklists to help employees keep track of their job duties.
- Tyjha, from Flambeau, learned how important it is to be on time for your job!
- Harlee, from Ladysmith, said she was initially nervous to speak to the employers but it became easier with every stop, and one of the teachers noted that Harlee was able to naturally take over the conversation along with Lance who read each introduction.
- Dorian from Flambeau said, "It went pretty good but I was a little shy. I almost got hired at Jeld Wen"!

Amazing Race to Employment: Examples of schedules and scripts and questions

Amazing Race to Employment: Sample Brochure

APPENDIX N– Community Conversations

Lincoln County CCoT

Questions:

Merrill

- What can we as a community do to open up employment opportunities for youth with disabilities?
- How can we better prepare our youth for life after high school?
- What would you be willing to do to facilitate employment opportunities for youth with disabilities?

Tomahawk

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Flier Example
Table Host Example