

Assistive Technology Forward

At-A-Glance



Short Summary

The project's purpose is to enable Wisconsin educators to increase student and family autonomy in exploring and utilizing assistive technology (AT) that improve students with disabilities access, engagement, and progress in age and grade level curriculum and instruction across learning environments.

Contact Us

DPI Program Director: [Michelle Silverman](#)
Webpage: [Assistive Technology Forward](#)



Data Connections

Even with practice and feedback when learning new skills, only 5% of teachers continued to use those new skills when they returned to their classroom. Yet, when embedded coaching was provided, implementation with fidelity was improved to 90%. Coaching accelerates the implementation of a program, skill or innovation and increases the fidelity to the design. (*Joyce & Showers 2002*)



Level of Support

This **universal statewide support** helps educators, caregivers, and families boost student autonomy with Assistive Technology. The AT Forward CoP welcomes all skill levels—from beginner to expert.



Coaching At-A-Glance



Short Summary

The goal is to establish a consistent statewide coaching system that supports DPI priorities and improves outcomes for students with IEPs, guided by the [Coaching Competency Practice Profile](#)

Contact Us

DPI Program Director: [Rachel Fregien](#)

Statewide Coaching Coordinator: [Joseph Kanke](#)

Webpage: <https://dpi.wi.gov/coaching>

Data Dashboard: <https://dpi.wi.gov/sped/data/visualizations>



Data Connections



Without coaching, only 5% of teachers sustain new skills in the classroom. With embedded coaching, implementation fidelity rises to 90%, demonstrating that coaching significantly enhances and accelerates the adoption of new practices. (*Joyce & Showers, 2002*)

Level of Support

This is a **universal and statewide support** available for any interested party or organization. DPI provides free-to-the-public coaching resources, supports and tools, and low-cost or no-cost professional learning and networking opportunities.



Early Learning Technical Assistance and Implementation **At-A-Glance**

Short Summary

The purpose of the Early Learning Technical Assistance and Implementation project is to improve positive outcomes for preschool children with disabilities by providing evidence-based inclusive practices.



Contact Us

DPI Program Director: [Jenny Bibler](#)

Statewide Early Childhood Coordinator: [Michelle Ogorek](#)

Webpage: <https://dpi.wi.gov/sped/early-childhood>



Data Connections

Indicator 6 Preschool Educational Environments

Indicator 7 Preschool Outcomes

Indicator 12 Early Childhood Transition

Significant Developmental Delay Disability Category

Level of Support

EL-TAI provides a spectrum of supports from universal technical assistance to intensive support for federally identified districts and schools. For more information visit: [Early Childhood Services and Supports](#)



Functional Behavior Assessment Statewide Trainer At-A-Glance



Short Summary

The Functional Behavioral Assessment (FBA) Statewide Trainer provides learning events that focus on enabling educator teams to improve outcomes for students with IEPs by utilizing FBAs to identify and implement evidence-based positive behavioral interventions and supports, including behavioral intervention plans that meet the unique disability-related needs of students.

Contact Us

DPI Program Director: [Eva Shaw](#)

Statewide Trainer: [Katherine Smith](#)

Webpage: [Functional Behavioral Assessment](#)



Data Connections

Indicator 4: Suspension and Expulsion
IDEA and State Required Process, Under Certain Circumstances
ESSA Approved Evidence-Based Practice
Statewide School-Level Pupil Seclusion and Restraint Data

Level of Support

The FBA Statewide Trainer is available to school and district teams, CESAs, and family support and advocacy organizations for in-person and virtual universal and targeted professional learning throughout the state.



Implementation Zone – Early Reading At-A-Glance



Short Summary

Each participating district receives funding, high quality evidence-based professional development, and coaching to establish a robust implementation infrastructure that ensures teachers have the supports they need to effectively use 4k-grade 2 Early Reading practices.

Contact Us

DPI Program Director: [Melissa Kahn](#)

Webpage: <https://dpi.wi.gov/sped/early-reading>



Data Connections

Indicator 3: Assessments
Indicator 5: School-aged Educational Environments
Indicator 6: Preschool Educational Environment
Indicator 17: State Systemic Improvement Plan

Level of Support

This is an **intensive support** for eligible districts who meet specific selection criteria. Districts participate in a 3-5 year implementation cohort model. The current (2024) cohort is full.



Implementation Zone – Inclusive Learning Communities

At-A-Glance

Short Summary



Each participating district receives funding, high quality evidence-based professional development, and coaching support to establish collaborative linked teaming structures to enable the implementation of [Inclusive Learning Communities](#).

Contact Us

DPI Program Director: [Rachel Fregien](#)

Webpage: <https://dpi.wi.gov/sped/inclusive-learning-communities>



Data Connections

Indicator 3: Assessments
Indicator 5: School-aged Educational Environments
Indicator 6: Preschool Educational Environment
Indicator 17: State Systemic Improvement Plan

Level of Support

This is a **targeted support** for eligible districts who meet certain selection criteria. Districts participate in a 3-5 year implementation cohort model. The current (2024) cohort is full.



Independent Charter Schools At-A-Glance



Quick Summary

The ICS team through CESA 1 assists Independent Charter Schools in the areas of special education, fiscal and data.

Contact Us

SPED Coordinator: [Linda Baldus](#)
Fiscal Consultant: [Cathy Cramer](#)
Data Consultant: [Paula Kaiser](#)



Data Connections

The ICS team, in particular special education and data, work with the TA Network to collaborate with charter schools identified under ESSA and/or IDEA. This involves reviewing their reports, analyzing data and assisting with plans they may need to create to address their root cause.

Level of Support

The support provided depends on the school's identification. Schools are contacted and invited to a meeting with the JFN Network to review the report. Depending on the need, additional meetings are setup.



Regional Special Education Network

At-A-Glance



Short Summary

RSN supports districts by providing coordinated technical assistance to promote continuous systems improvement, foster collaboration and develop educational leadership capacity.

Contact Us

DPI Program Director: [Erin Faasualie](#)

Statewide Coordinator: [Jen Ledin](#)

Webpage: <https://dpi.wi.gov/sped/educators/initiatives/regional-special-education-network>



Data Connections

RSN can broker resources and supports for all IDEA Indicators as well as provide support related to the Procedural Compliance Self-Assessment (PCSA).

Level of Support

- **Universal Support:** RSN provides statewide technical assistance to Special Education Directors through CCR IEP and PCSA trainings and the Leadership Virtual Academy.
- **Collaborative Targeted Support:** Technical Assistance Network (TAN) offers support to identified districts and schools, while Wisconsin Induction Program for Special Education Leadership (WIPSEL) supports new special education directors through induction programming.



Special Educator Induction Program

At-A-Glance



Short Summary

The Wisconsin Special Educator Induction Program, at each CESA, provides professional learning, individual coaching, and a support network for new special educators during their first three years on the job.

Contact Us

DPI Program Director: [Barbara Van Haren](#)

Program Coordinator: [Deb Wall](#)

Webpage: <https://dpi.wi.gov/sped/resources-attract-prepare-and-retain>



Data Connections

The program builds capacity among new special educators regarding evidence-based practices, leading to increased success in the classroom, greater retention of teachers, and ultimately increased student outcomes.

Level of Support

The induction program is targeted support for first or second year special educators and special educators holding a License with Stipulations. Each CESA selects 25–40 participants to take part in the program.



Supporting Neurodiverse Students (SNS) Professional Learning System At-A-Glance



Short Summary

The SNS focuses on adult practice and enhanced systems that promote a skills-based approach to challenging behaviors that will improve a student's social understanding and emotional management skills.

Contact Us

DPI Program Director: [Eva Shaw](#)
SNS Statewide Coordinator: [Katie Berg](#)
SNS District Coordinator: [Resa Hawes](#)
Webpage: snswi.com



Data Connections

Indicator 4: Suspension/Expulsion
Indicator 5: School-aged Educational Environments
Indicator 8: Parent Involvement
Statewide School-Level Pupil Seclusion and Restraint Data

Level of Support

SNS provides statewide professional learning, coaching, consulting and resource brokering. ES3 Three Year Grant is awarded to 4 districts per year through an application process. ES3 One Year Grant is offered to districts identified with high use of seclusion and restraint, with 10 awards available.



Technical Assistance Network for Improvement (TA Network)

At-A-Glance



Short Summary

TA Network teams in each CESA offer free continuous improvement support to LEAs with IDEA or ESSA identifications, helping meet DPI requirements and build capacity for systemic change and better student outcomes.

Contact Us

DPI Program Director: [Melissa Kahn](#)

Webpage: <https://dpi.wi.gov/continuous-improvement/resources-supports/ta-network>



Data Connections

TA Network can broker resources and supports for all IDEA Indicators

Level of Support

This is a targeted **support** for any LEA with federal identifications under IDEA and/or ESSA. Each regional TA Network team annually reaches out to their identified districts to determine needs and continuous improvement priorities. Services and supports are then defined and carried out based upon a co-developed partnership agreement.



Transforming to Thrive (T3) At-A-Glance



Short Summary

Transforming to Thrive (T³) offers a multilevel system of innovative, evidence-based supports aimed at increasing competitive integrated employment (CIE) for Wisconsin justice-involved youth with disabilities.

Contact Us

DPI Program Director: [Courtney Reed Jenkins](#)

Webpage: <https://dpi.wi.gov/sped/transforming-thrive>



Data Connections

Indicator 9: Disproportionate Representation
Indicator 10: Disproportionate Representation
in Specific Disability Categories



Levels of Support

- **Intensive Supports** – Direct, individualized support for youth in Wisconsin’s Type 1 Secure Facilities.
- **Targeted Supports** – Systemwide implementation of a universal dyslexia screener and intervention services across all state correctional facilities.
- **Universal Supports** – Broad access to digital media resources that support all youth and their families.



This DPI project is in collaboration with Wisconsin Department of Workforce Development, Division of Vocational Rehabilitation and Wisconsin Department of Corrections.

Transition Improvement Grant At-A-Glance



Short Summary

The Transition Improvement Grant (TIG) provides support for continuous improvement and technical assistance to positively impact the graduation rates and post school outcomes for all students with IEPs with a focus on closing gaps for students of color.

Contact Us

DPI Program Director: [Alicia Reinhard](#)

Technical Assistance Coordinator: [Pam Jenson](#)

Implementation & Improvement Coordinator: [Jen Hilgendorf](#)

Website: <https://witig.org>



Data Connections

Indicator 1: Graduation Rates

Indicator 2: Dropout Rates

Indicator 13: Postsecondary Transition Planning

Indicator 14: Post School Outcomes

IDEA and ESSA Approved Evidence-Based Practice

Level of Support

TIG provides a spectrum of supports from universal technical assistance to intensive support for federally identified districts and schools. For more information visit the [25-26 TIG Services and Support Structure Resource](#).



Wisconsin Collective for Comprehensive Assessment **At-A-Glance**

Short Summary

WisCCA provides participating districts and CESAs with the structures and processes needed to improve academic and functional outcomes for students with Individualized Education Programs (IEPs) through comprehensive evaluations.



Contact Us

DPI Program Director: [Dawn Merth-Johnson](#)

Statewide Coordinator: [Alyssa Wojtyna](#)

Project Director: [Dr. John Heilmann](#)

Webpage: <https://sites.uwm.edu/wiscca/>



Data Connections

Indicator 9: Disproportionate Representation
Indicator 10: Disproportionate Representation
in Specific Disability Categories

Level of Support

The WisCCA team provides professional learning and district-level support for speech-language pathologists in continuous improvement while promoting best practices in comprehensive special education evaluations. The current 2025-2027 cohort is full which includes 6 districts or CESAs selected through a competitive grant application process.



Wisconsin Families Assistance Center for Education, Training, & Support **At-A-Glance**



Short Summary

WI FACETS is a statewide nonprofit offering free support, training, and advocacy for individuals with disabilities and their families, including IEP help, dispute resolution, transition planning, and 85+ annual workshops with bilingual resources. It empowers families to navigate special education and access inclusive opportunities.

Contact Us

DPI Program Director: [Rita Fuller](#)

Program Director: [Lori Karcher](#)

Website: www.wifacets.org



Data Connections



WI FACETS leverages data from families, trainings, and evaluations to enhance services, ensure compliance, support collaboration, and empower informed special education decisions.

Levels of Support

- **Individualized Support:** One-on-one help via helplines, IEP guidance, referrals, and problem-solving for families and youth with disabilities.
- **Training & Education:** Free statewide workshops, webinars, and bilingual sessions on special education, advocacy, and leadership.
- **Systems-Level Support:** Partners with agencies and leads initiatives like the WI Special Education Mediation System and Region 4 Parent TA Center.



Wisconsin's Multi-level Systems of Supports Project

At-A-Glance

Short Summary

The WiMLSS Project, funded by IDEA, helps Wisconsin schools improve outcomes for students with IEPs by supporting continuous improvement through a student-centered Multi-Level System of Supports.



Contact Us

DPI Liaison: [Sarah Nelson](#)

WiMLSS Coordinator: [Jeannine Mele](#)

Webpage: <https://dpi.wi.gov/emlss/emlssproject>



Data Connections

WiMLSS Project can broker resources and supports for IDEA Indicators within an integrated MLSS.

Level of Support

The WiMLSS Project offers statewide integrated Wisconsin MLSS Framework Trainings as the cornerstone of its support, along with professional learning in Behavior Systems, Academic Systems, and Addressing Disproportionality Through Systems Change. These professional learning opportunities are delivered alongside systems/implementation coaching and technical assistance.



Wisconsin Statewide Parent-Educator Initiative (WSPEI) At-A-Glance

Short Summary

WSPEI supports families and schools in building partnerships to improve outcomes for students with disabilities. It offers training, coaching, tools, and individualized help with IEPs, transitions, and dispute resolution, along with statewide resources and Spanish-language materials.



Contact Us

- DPI Program Director: [Rita Fuller](#)
- Statewide Family Engagement and Indicator 8 Coordinator: [Cheri Sylla](#)
- Program Support Coordinator: [Amy Elfner](#)
- Website: www.wspei.org



Data Connections

Indicator 8: Parent Involvement
IDEA and ESSA Approved Evidence-Based Practice

Levels of Support

- **Universal Support:** Statewide resources, bilingual materials, and general training for all families and schools.
- **Targeted Support:** Individual coaching, IEP prep, and tailored communication support.
- **Intensive Support:** District-wide planning, continuous improvement coaching, and strategic family engagement.

