

EFFECTIVE PRACTICE: POSTSECONDARY TRANSITION PLAN (PTP)

What Goes Where in a Meaningful PTP?

INDIVIDUALIZED EDUCATION PROGRAM (IEP):

POSTSECONDARY TRANSITION PLAN (PTP)

FORM I-8 (Rev. 5/2022)

Plan Setup (Step 1)

District:

Date of Birth:

Name of Student:

PTP ID:

WISEid:

Meeting Date:

Creating a new PTP vs revising a submitted PTP:

- If student's PTP was created and submitted last school year or during a previous school year, do not create a new PTP. To create a revised PTP within the PTP application using the "Revise Submitted PTP" link under "Manage PTPs":
 - Click the blue "Annual IEP" link at the right side of the screen.
 - This will bring the student's current PTP forward and allow for editing.

Student Exit (Step 2)

Will the student be exiting school because of graduation or exceeding the age of eligibility for FAPE at the conclusion of the current academic school year? Yes / No

Please enter contact information for the parent/guardian and student.

- This information is useful for contacting former students for the Indicator 14 Postschool Outcomes Survey one year after the student exits high school.
- If the parent/guardian and student do not have an email address or phone number, have them consider using a family member's contact information. The student's school email address should not be used as this email will not be available after the student exits high school.

Review the Best Practices buttons in the PTP online application for Best Practice and culturally responsive guiding questions. The buttons can be found in the upper right corner in all PTP steps. The culturally responsive guiding questions can also be found in [Culturally Responsive Transition Planning: Educator Reflection](#).

I. Meeting Attendance (Step 3)

(Student name) attended the IEP Team meeting.

- It is best practice to foster student led IEP/PTP meetings.
- Complete the [WiTransition App](#) with the student and share with their family. Have the

family complete the app prior to the meeting as well to share results.

- If the student does not attend the IEP Team meeting, steps must be taken to ensure the student's preferences and interests are taken into consideration when identifying postsecondary goals.

II. Postsecondary Goals

Transition Assessment (Step 4)

The measurable postsecondary goals for (student name) are based on an age-appropriate transition assessment.

- The age-appropriate transition assessment provides the foundation of the student's postsecondary transition plan. The initial assessment must be completed prior to the IEP Team meeting in which the first PTP is created.
- An assessment can be informal or formal and is ongoing.
- Assessments can be collected from family members, school staff, and outside agencies.
- Information from the student's Academic and Career Plan (ACP) should be reviewed as part of the postsecondary transition planning process. Gather feedback from the school counselor or ACP Coordinator outside of the special education department.

The IEP Team reported the following methods and/or results of the transition assessment.

Use this box to:

- Identify the student's preferences, interests, needs, and strengths (PINS) based on the results of one or more age-appropriate transition assessments.
- Include the name/type of the assessment/s, date they occurred, and a summary of the results.
- Include a few of the questions that were asked and a summary of the responses if a student interview was conducted as part of the assessment.

For more information on transition assessments, visit [Transition Tennessee website](#) transition assessment database.

Measurable postsecondary goal in the area of education/training: (Step 5)

After high school, (student name) will attend a 4-year college or university and earn an undergraduate degree.

- The options provided in the menu are compliant with federal regulations. By selecting an option from the menu, the user is identifying the type of education/training the student will need to work towards their chosen career. This education/training will take place after the student has exited high school.
- If a student does not plan to attend a postsecondary educational program or institution, on-the-job training can pertain to most career goals. This can include supported employment and training which may require job coaching supports. Using "other" by

indicating “work force” is considered non-compliant as it’s a location and not the type of training required.

- In the unique situations in which the PTP radio buttons or dropdowns do not meet the needs of the student, the “other” option can be used. Please refer to the TIG resource [PTP Other Statement Use: Guidance on Compliant Use](#).

Additional information relevant to this goal includes:

Use this box to:

- Elaborate on the student's choice and summarize the IEP Team discussion.
- List the specific school(s), military branch(es), apprenticeship(s) type, etc. the student is considering.
- If the student is still deciding between a 2 or 4-year option, always pick the highest option for planning purposes. It is better to meet the higher expectations to ensure the student is prepared.

Measurable postsecondary goal in the area of employment: (Step 6)

After completing or obtaining postsecondary education or training, (student name) will be employed in the field of Human Services - Early Childhood Development and Services - Special Education Teacher, Kindergarten and Elementary School.

- Select a Cluster, Pathway, and Career from the drop-down menu – use the master list to align, if needed. <http://dpi.wi.gov/sites/default/files/imce/sped/xls/spp13-ptp-career-cluster-master.xls>
- It is required to identify the type of work/job the student will be performing, not a location. It is unacceptable to indicate that a student is “unsure/undecided” without identifying an employment goal. If a student isn’t sure about a career choice, consider further age-appropriate assessments or review information from the student’s ACP work. The additional information box can then be used to indicate that the student is unsure.

Additional information relevant to this goal includes:

Use this box to:

- Add specific details about the student's career choice. The drop-down options may not exactly match the student’s career interests but will be relatively close and help identify the field of interest.
- Describe the type of environment or setting a student will be working in.
- If the student has more than one career choice, use the drop-down menu to identify the top choice and list the other choices in this box.

Measurable postsecondary goal in the area of independent living skills: (Step 7)

After high school, (student name) will live in a dorm with a roommate. The student will advocate for the accommodations he/she/they need to be successful in college level courses.

- This goal is not required for all students. However, it must be an IEP team decision whether the student has independent living needs that require special instruction or support.

- Identify areas student may need support in after high school, such as: self-care skills, taking and refilling prescribed medication responsibly, self-advocacy, scheduling and attending counseling or other doctor appointments, improving appropriate social communication skills for adult life, problem solving skills when living with a roommate, etc.
- This goal should be discussed for all disability categories.
- [Developing Meaningful Independent Living Goals Guide](#)

III. Annual Goals (Step 8)

Annual goals that will help (student name) make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

- Copy and paste any/all of the goals/objectives in the IEP that will help the student make progress towards their goals for after high school. This could include goals that address: Reading, Writing, Math, Communication, Behaviors, Functional Performance, etc.

IV. Transition Services (Step 9)

Transition Service options in the PTP are aligned with the Pre-Employment Transition Service (Pre-ETS) categories listed in the Workforce Innovation and Opportunity Act (WIOA) to facilitate the selection and delivery of educational services to students ages 14-21 that support college and career readiness.

Needed transition services include:

| Category | Transition Services | Responsible Party | Considered But Not Needed | Service Provided? |
|---|---|-------------------------|---------------------------|-------------------|
| School Year: 2021-2022 | | | | |
| Work-Based Learning Experiences | Review and discuss differences in workplace environments with the student | School, Student, DVR | | ✓ |
| School Year: 2022-2023 | | | | |
| Social and Independent Living Skills for Home | Teach student about any medications he/she is taking | Family, Student, School | | ✓ |
| School Year: 2023-2024 | | | | |
| Instruction in Self-Advocacy | Review and discuss strengths, challenges, and accommodation needs in community, college and employment areas with student | School, Student, DVR | | |
| School Year: 2024-2025 | | | | |
| Job Exploration Counseling Services | Help student gather information about colleges and/or job training programs | School, Student, DVR | | |

Additional information related to transition services:

- Review [Pre-Employment Transition Services](#) with the entire IEP Team, including students and families.
- It is best practice for the transition services section to include a multi-year plan. For example, if the student is in middle school, a multi-year plan would include services for the current year through 9th grade. If the student is in high school, the multi-year plan would include services for the current year through graduation.
- As an IEP Team, identify services that will help students gain the skills they need to meet their postsecondary goals. It is recommended that the team also identify who will help the student gain these skills.
- The IEP Team must consider all 6 areas of transition services areas to meet the student's postsecondary needs. It is required to document from year-to-year which transition services have been provided and which are still being worked on.
- Discussion of transition services is a great way to engage families in the transition planning process and start the discussion about outside agencies and services they can provide.
- At least one transition service must be selected from the dropdown menu to be compliant.
- This text box can be used to add services and activities that are not found in the drop-down choices. It can also be used to summarize what services and activities the student has completed in the past.

V. Participation of Outside Agencies likely to provide or pay for transition services (Step 10)

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of an outside agency were invited to the meeting with parent/guardian (or adult student) written consent.

The agency(ies) and/or agency representative(s) invited to the IEP Team meeting included:
Use this box to:

- Identify outside agencies that were invited or attended the meeting. For example: Division of Vocational Rehabilitation (DVR), Aging and Disability Resource Center (ADRC), Family Care, Include Respect I Self-Direct (IRIS) Consultant, etc. In order for braided funding to occur, agency members must be at the table.
- If an agency representative has been invited, but cannot attend, request the family provide a copy of the Individual Plan for Employment (IPE) from DVR or the Individual Service Plan (ISP) from the Department of Health Services and the Aging and Disability Resource Center so that connections can be made across the different planning partners.
- A public agency must obtain parental or guardian written consent, or the written consent of a child with a disability who has reached the age of majority, to invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to an IEP.

VI. Course of Study (Step 11)

A course of study is a list of specific classes the student will take while in school. The transition plan must include a course of study aligned with the student's postsecondary goals. Classes must be identified according to academic school year and at least one year of classes must be identified.

| School Year | Course Name |
|-------------|--|
| 2022-2023 | Freshman English, Physical Science, Algebra 1, Choir, Intro to Drawing, Spanish 1, World Geography, Physical Education 1 |
| 2023-2024 | English 10, Biology, Spanish 2, U.S. History, Geometry, Foods 1, Team Sports |
| 2024-2025 | Classic Literature, Chemistry, Algebra 2, Choir 2, Advanced Photography, World History, Spanish 3 |

Additional information related to course of study:

- All courses here may be entered in a single line versus one at a time.
- A multi-year plan is recommended to show students the courses they will have to complete to meet their postsecondary goals. For example, if the student is in middle school, a multi-year plan would include courses for the current year through 9th grade. If the student is in high school, the multi-year plan would include courses for the current year through graduation.
- Invite the student's school counselor to assist with writing the course of study, as they are knowledgeable of courses available and postsecondary education institution requirements for admission.
- This is a great time to discuss graduation needs and requirements to move towards the measurable postsecondary goals.
- Based on the postsecondary goals, begin the discussion early about accommodations versus modifications and what assistive technology is required for equitable access to the curriculum.
- Encourage students to participate in all school and community opportunities to explore possible careers.

VII. Transfer of Rights (Step 12)

(Student name) and their parent/guardian have been informed of the rights that will transfer or have transferred to them at age 18.

The following method(s) were used to inform (student name) and their parent/guardian about the transfer of rights:

- Parents/guardians should be given an Age of Majority letter stating their rights will transfer to the student upon turning 18.
- [What You Should Know About Wisconsin LAW: Your Legal Rights and Responsibilities](#) is a great resource to give to families and students prior to the 18th birthday.
- Supported Decision Making should be considered as an alternative to Guardianship.
- [Wisconsin materials on Supported Decision Making](#)

Summary of Performance (SoP)

(Student name) will be graduating or leaving school at the end of the current academic school year. Prior to graduation or leaving school (student name) will be provided with a summary of their academic achievement and functional performance, including recommendations on how to assist the student in meeting their postsecondary goals.

- It is encouraged that students be involved in the development of their Summary of Performance.
- Review [TIG Summary of Performance guidance](#).

For more information on the SoP, visit [Guide to Developing a Best Practice SoP](#).

Note: Using “other” throughout the PTP is reserved for those very unique times when the student’s transition needs may follow a non-traditional path. Please refer to the TIG resource [PTP Other Statement Use: Guidance on Compliant Use](#). If further assistance is needed regarding PTP development, or how to align without using “other,” contact your [TIG TA Specialist](#).

The Transition Improvement Grant (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this resource and for the continued support of this federally-funded grant project. There are no copyright restrictions on this document; however, please credit the Wisconsin DPI and support of federal funds when copying all or part of this material.