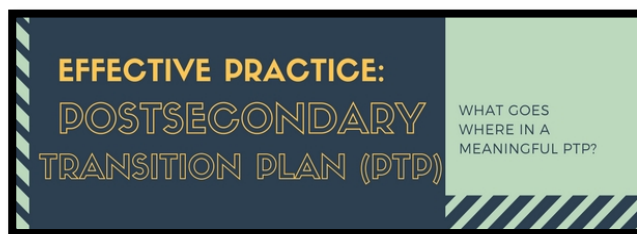


**College and Career Ready (CCR)
INDIVIDUALIZED EDUCATION PROGRAM (IEP):
POSTSECONDARY TRANSITION PLAN (PTP)**
FORM I-8 (Rev. 7/21)



Plan Setup (Step 1)

District

Name of Student:

WISEid:

Meeting Date:

Date of Birth:

PTP ID: 5270

I. Meeting Attendance (Step 3)

(Student name would be here) attended the IEP Team meeting.

- It is best practice to foster student led IEP/PTP meetings.
- Complete the [WiTransition Planning app](#) with the student and share with their family. Have the family complete the app prior to the meeting as well to share results.

Transition Assessment (Step 4)

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

- Based on the results of one or more age-appropriate transition assessments, identify the student's preferences, interests, needs, and strengths (PINS).
- An assessment can be informal or formal and is ongoing. Assessments can be collected from family members and outside agencies as well.
- Include the name/type of the assessment/s, date they occurred, and a summary of the results.
- If a student interview was conducted as part of the assessment, it is best to include a few of the questions that were asked and a summary of the responses.
- Consider results of Academic and Career Plan (ACP) assessments. Gather feedback from school personnel outside of the special education department.

For more information on transition assessments, visit <https://witiglive.freetls.fastly.net/wp-content/uploads/2017/10/Age-Appropriate-Assessment-Guide.pdf>

II. Postsecondary Goals

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, you are 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. “Work force” is considered non-compliant as it’s a location and not the type of training required.

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 schools 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.
- On-the-job training can happen in any setting or environment – home, community, business, etc.

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.

Additional information relevant to this goal includes:

Use this box to:

- Add in specific details about the student's career choice. The drop down options may not match exactly the student’s vocational 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 his college level courses.

- This goal is not required for all students. However, it must be an IEP team decision whether or not the student has independent living needs that require special instruction or support.
- If the team identifies that an independent living goal is not needed, it would be best practice to document the reason why the team agrees there is no independent living goal needed.

- Examples to address: self-care skills, taking and refilling prescribed medication responsibly, 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. The Pre-ETS can be found in the drop down menu under the Transition Services section of the PTP.

A sample of the pre-employment transition services include:

Transition Services

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/they is taking	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		

Additional information related to transition services

- 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 Pre-Employment Transition Services areas to meet the student's postsecondary needs. It is required to document from year to year which Pre-ETS have been met 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.
- 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 (or adult student) permission.

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

- Identify outside agencies that 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 you have invited an agency representative and they 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 consent, or the 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 (all courses here may be entered in a single line verses one at a time (Step 11))

School Year	Course Name
2021-2022	Freshman English, Biology, Algebra 1, Choir, Intro to Drawing
	Classic Literature, Spanish 1, Physics, U.S. History, Trigonometry
2022-2023	English 10, Chemistry, Geometry, Choir 2, Advanced Photography

Additional information related to course of study:

- A multi-year plan is recommended to show students the courses they will have to complete in order to meet their postsecondary goals.
- School Counselors can help a great deal because of their knowledge of courses available and what postsecondary education institutions require for admission.
- This is a great time to discuss graduation needs and requirements to move towards the measurable postsecondary goals

VII. Transfer of Right (Step 12)

(Student name) and his/her parents have been informed of the rights that will transfer or have transferred to him/her/them at age 18.

The following method(s) were used to inform (Student name) and his/her/them parents about the transfer of rights:

- Parents 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.
- This is a good place to start discussing Guardianship with families as early as middle school if guardianship will be necessary in the future. Understanding Guardianship: A Handbook for Guardians
- 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 his/her/there academic achievement and functional performance, including recommendations on how to assist him/her in meeting his/her postsecondary goals.

- It is encouraged that students be involved in the development of their Summary of Performance.
- Increase student transition planning awareness by incorporating Wisconsin's Self-Directed Transition Planning Lesson Plans into the classroom. (includes: student-led Summary of Performance)

For more information on the SoP, visit https://witig.org/wp-content/uploads/2020/02/a-guide-to-developing-a-best-practice-summary-of-performance-or-notice-of-graduation_1580497162.pdf

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. Avoiding the use of "other" avoids non-compliance. If you have further questions regarding PTP development, or how to align without using "other", contact your TIG Coordinator for assistance.

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