

Wisconsin Transition Compass

College, Career, & Community Readiness Resource Guide



**DROPOUT
PREVENTION**



**TRANSITION
PLANNING**



**IMPROVING
GRADUATION RATES**



**POSTSCHOOL
OUTCOMES**



Resource Guide Overview

Welcome to the Wisconsin Transition Compass: College, Career and Community Readiness Resource Guide! To support transition planning for educators around the state, the Transition Improvement Grant has created a resource guide to assist educators in increasing outcomes for students with IEP's. The Transition Improvement Grant (TIG) works collaboratively with the Department of Public Instruction to improve outcomes for students with disabilities in Wisconsin. The State Performance Plan (SPP) represents the Department of Public Instruction's (DPI) plan for improving outcomes of children with disabilities in Wisconsin and has 17 overall indicators of focus. The State Performance Plan also supports the goals of former State Superintendent Tony Evers, "Every Child a Graduate, College and Career Ready".

This resource guide for Wisconsin educators is intended to promote a widespread understanding and knowledge of transition planning and practices which increase postsecondary outcomes for students with IEP's. Our goal is that the resource guide will support educators in implementing effective practices in transition planning, offer tools to improve graduation rates, decrease dropout rates, and increase postschool outcomes. The guide can be utilized as a whole or to find specific transition related content or resources pertinent to each section of the PTP.

We encourage your feedback. Please share any additional resources that would be beneficial with transition planning and classroom instruction with your local TIG coordinator.

The Transition Improvement Grant focuses on 4 of the 17 indicators within the SPP.

They include:

- Indicator #1 Graduation Rates: % of youth with IEPs graduating from high school with a regular diploma.
- Indicator #2 Dropout Rates: % of youth with IEPs dropping out of high school.
- Indicator #13 Transition Goals: % of youth aged 14 (in Wisconsin) and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their postsecondary goals.
- Indicator #14 Post School Outcomes: % of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Contact your [TIG Coordinator](#)

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- Indicators 1 & 2 Definition
- Graduation Rate Improvement Plan (GRIP)
- Culturally and Linguistically Responsive Practices

Have you ever wondered if your instructional transition practices have a direct correlation to positive student outcomes? The National Technical Assistance Center on Transition (NTACT) has reviewed research on effective practices in the area of transition and developed an easy to read matrix. This matrix identifies promising practices and the area(s) that this practice has an effect for individuals’ with disabilities on their post school success. The graphic on the following pages can assist you to guide and develop your district transition practices. In a nutshell, it is the transition planning activities you do in your classroom and the heart of the Postsecondary Transition Plan (PTP) in Wisconsin.

In 2009, NTACT identified 16 evidence-based predictors of post-school employment, education, and independent living success from the correlational research. Additional predictors have been added since the original list was created. In 2015, parent expectations, youth autonomy/decision-making, goal setting and travel skills were added. Recently added are, technology skills, self-realization, and self-empowerment. A Delphi study was designed to develop operational definitions and program characteristics for each predictor of post-school success identified by NTACT. The tool they utilized can be found here in the [Predictor Implementation School/District Self-Assessment](#).

You will also learn more about an important evidence-based transition assessment tool based on these national predictors for Wisconsin, called the Transition Improvement Plan (TIP), in Chapter 2.

[PDF of Full Document](#)

Predictors by Outcome Area. (2019, November). Retrieved from National Technical Assistance Center on Transition:https://www.transitionta.org/system/files/resourcetrees/Predictors%20by%20Outcome%20Area_10-22-2019.pdf

Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Chapter 1: Transition Planning – Practices and Resources & Indicator 13

Section 1: What Is Transition Planning?

Transition Planning is purposeful planning with students and their families to think about their life after high school. Sounds simple, right? With this guide, and the wide variety of Wisconsin resources, we hope it is! Transition planning assists students in identifying long-range goals and designing the high school experience around what students need to gain the skills and connections to achieve these goals. This transition process will include many facets of planning for the future and is an investment in a student's success. Transition Planning does have legal requirements to comply with, but it's so much more than that. Each educator, IEP team, or agency member that assists in guiding a student and their family in transition planning has a meaningful impact on the successful future of the student!

The purpose of transition services under The Individuals with Disabilities Education Act (IDEA) 2004, Section 601 is to “ensure that all children with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

Part of preparing students for adult life is providing transition services while the student is in school. IDEA defines transition services this way [602(34)(A)]:

The term “transition services” means a coordinated set of activities for a child with a disability that:

- (A) Is designed to be within a results-oriented process that is 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- (B) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests [602(34)(B)]; and
- (C) Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

For more information on IDEA, see The [U.S. Department of Education](#).

In Wisconsin, transition plans are required for students with disabilities beginning at the age of 14, or younger if determined appropriate by the IEP team. The IEP in effect when the student with a disability will turn 14 and must include a transition plan. Wis. Stat. 115.787(2)(g).

TIG PTP Overview/Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Parent/Youth PTP Guide](#)

[Guía para padres del Plan de](#)

[Transición Post-secundaria \(PTP\) - Parent/Youth PTP Guide---SPANISH version](#)



What is the PTP?

The Wisconsin Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) that will assist school districts to document the post high school transition requirements while meeting individual student needs. In Wisconsin, state law requires transition planning to begin for your child at age 14.

How will the PTP be used during an Individualized Education Program (IEP) meeting to create a transition goal?

The PTP guides the IEP team through the transition process by asking a set of questions relating to postsecondary goals in the area of education, employment, and independent living. The PTP will be created during the IEP team meeting with input from all team members, including the student and family.

How can you be a valuable member in the transition planning process for your child?

There are two tools that can be used to assist you in preparing for the transition portion of your child's IEP meeting.

DEMO SITE

- To prepare for your child's IEP, please visit the PTP Demonstration Site at <https://uasped.dpi.wi.gov/ptpdemo/Pages/DistrictMenu.aspx>. Parents and youth can create a draft PTP to bring to the IEP meeting.
- As you move through the PTP application, you will see blue "Learn More" buttons. When you click on the "Learn More" button it will open in a new window where definitions, examples, and resources are available that will help you plan and prepare for each step before the IEP meeting.
- The steps to the PTP will assist you and your child to determine postsecondary goals once your child graduates from high school. Through this process, there will be a focus on further education, employment and independent living based on your child's preferences, interests, needs and strengths.
- Once you have completed the online application, please print a copy as you will not be able to save it.

WiTransition APP

- To prepare for your child's IEP, please visit the WiTransition App page at: www.witransition.com, or download it from iTunes or the Google Playstore.




- Click on Start a Postsecondary Transition Plan (PTP).
- As you move through the application, you will be asked questions relating to your child's postsecondary goals in the area of education, employment, and independent living. Select the answer that best matches your child's preferences. Some questions have the option to select multiple answers.
- After completing the plan, email a copy to yourself, your child, and your child's teacher. You also have the option to download a report and save or print it.
- A paper copy of the application is available at <http://tinyurl.com/y8p9pvdw>

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.

During high school, you have many decisions to make to plan for your future. First, you will decide the type of work you want to do and where you want to work after high school. Second, you will look at options for learning the necessary skills to do this work. It may be on-the-job training or further education in a college setting. Third, you will explore different transition skills that will prepare you for the adult world. The PTP Application was designed to assist you and other members of your Individualized Education Program (IEP) team to help you prepare for your future. Below you will find more information about the PTP Application to help you understand its purpose and how it can assist you with meeting your future goals.

What is the PTP?

- The Wisconsin Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) to promote your involvement in the transition planning process. The PTP will be completed during your IEP team meeting. It will help focus the discussion around your future goals, preferences, interests, needs and strengths.



Why is it important for you to be involved in your PTP?

- Attend your IEP/PTP meeting: It is all about you!
- Gain the knowledge needed to make important decisions about your future.
- Build confidence to recognize your skills, abilities and needs.
- Provides you with the ability to voice your options, set goals and solve problems based on your future plans.
- Empowers you to make choices and take control of your life.



There's an App for that! A new way to prepare for your PTP

- To prepare for your IEP/PTP, please visit the WiTransition App page at: www.witransition.com, or download it from iTunes or the Google Playstore.
- 

- Click on Start a Postsecondary Transition Plan (PTP).
 - As you move through the application, you will be asked questions relating to your postsecondary goals in the area of education, employment, and independent living. Select the answer that best matches your preferences. Some questions have the option to select multiple answers.
 - After completing the plan, email a copy to yourself, your family, and your teacher. You also have the option to download a report and save or print it. (If needed, a paper copy can be found at <http://tinyurl.com/y8p9pvdw>.)

Section 2: Postsecondary Transition Plan (PTP): Tools and Resources to Support Wisconsin Transition Planning

What is the Postsecondary Transition Plan (PTP)?

With stakeholder input, the Department of Public Instruction (DPI) developed a web-based IEP Postsecondary Transition Plan (PTP) to assist school districts with documenting the post-high school transition requirements, while allowing individual student needs to be met. Beginning in December 2012, all local educational agencies (LEAs) in Wisconsin were required to use the PTP application to write the transition portion of a student's IEP. It is important that all members of the transition planning team are familiar with the transition process and the PTP application. In Wisconsin, the PTP must be developed and implemented by the time a student turns 14. It must be connected to their IEP in order for the IEP to be considered a complete legal document.

TIG PTP Development Resources

The links below take you to resources intended to enhance PTP development and content, increase family involvement and provide examples for further learning to improve transition planning. Reach out to your local [TIG Coordinator](#) with any questions you might have.

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Effective Practice: Postsecondary Transition Plan \(PTP\)](#)

[PTP Peer Review Checklist](#)

[PTP Tips and Reminders](#)

[Back to School Transition Tips](#)

[Progression of Postsecondary Transition Planning - Sally B Strong](#)

[Sample PTP - Middle School - Sally](#)

[Sample PTP - High School - Sally](#)

[PTP Handout and Students with Complex Support Needs](#)

[Sample PTP - High School Significant Disabilities - Nathan](#)

[Sample PTP - Homebound Student - Megan](#)

[Sample PTP - 17 Year Old Developmental Delay - Holly](#)

[Sample PTP - 20 Year Old Entrepreneur - Tanner](#)

[The Postsecondary Transition Plan \(PTP\) Middle School Guide](#)

[Sample PTP - Middle School - Carlos](#)

[Sample PTP - Middle School - Ladisha](#)

[Sample PTP - High School - Ladisha](#)

[Ingredients for Successful Transition Planning - Pizza Placemat](#)

[Transition Activities as Students Advance Through High School](#)

[Transition Planning for Families](#)

[Planificación de transición para familias - Transition Planning for Families - Spanish](#)

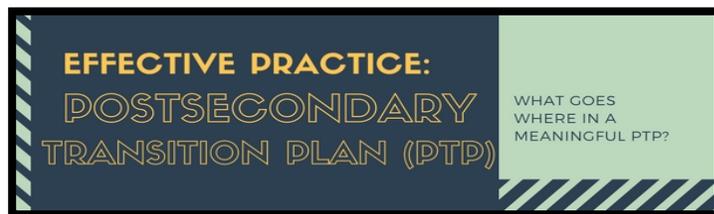


TIG

Transition Improvement Grant

Resources

**College and Career Ready (CCR)
INDIVIDUALIZED EDUCATION PROGRAM (IEP):
POSTSECONDARY TRANSITION PLAN (PTP)**
FORM I-8 (Rev. 5/13)



District:

Name of Student:

Date of Birth:

PTP ID: 5270

Meeting Date:

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.

II. Postsecondary Goals (Step 7)

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

The IEP Team reported the following methods and/or results of the 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.
- [Transition Assessment Live Binder](#)

Measurable postsecondary goal in the area of education or training: (Step 8)

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 9)

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-ntp-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 10)

After high school, (Student name) will live in a dorm with a roommate. The student will advocate for the accommodations he/she needs 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 12)

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 I-6 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 13)

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:

IV. Transition Services

Needed transition services include:

Category	Transition Service	Responsible Party	Considered But Not Needed	Service Provided?
<i>School Year: 2020-2021</i>				
Work-Based Learning Experiences	Review and discuss differences in workplace environments with student	School, Student, DVR		
<i>School Year: 2021-2022</i>				
Social and Independent Living Skills Training for Home	Teach student about any medications she/he is taking	Student, School		
<i>School Year: 2022-2023</i>				
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 14)

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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 17)

VI. Course of Study

School Year	Course Name
2020-2021	Freshman English, Biology, Algebra 1, Choir, Intro to Drawing
	Classic Literature, Spanish 1, Physics, U.S. History, Trigonometry
2021-2022	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 Rights (Step 18)

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

The following method(s) were used to inform (Student name) and his/her 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 Academic Achievement and Functional Performance (Step 19)

(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 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)

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.

PTP Enhancement in May 2018: A question was added to the PTP asking school districts to collect contact information for the student and/or parent. This information is used for contacting students and/or guardians as part of the Wisconsin Indicator 14 Survey. Please try to capture all fields when possible to increase the odds of contacting that student or family in one calendar year from when they exit high school.



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PTP Checklist: Is A PTP Compliant and Best Practice/Meaningful?

Student Name: _____

IEP Meeting Date: _____ IEP Creation Date: _____ Case Manager: _____

[Effective Practice PTP Guide](#)

Want to review your PTP's for compliance but also make sure they align with effective practices? Please use the guide above to review each section for tips and practices that will move the PTP to a meaningful document that captures the robust conversations of your IEP meetings. The PTP Portal is identified with steps that are also reflected in the guide for your reference.

	Postsecondary Transition Plan (PTP) Requirement	Yes	No	N/A	Is There Evidence from Guide?
1.	Is there evidence that the student was invited to the IEP team meeting where transition services were discussed? (Step 3)				
2.	Is there evidence of prior consent of the parent or student who has reached the age of majority, to invite an outside agency? (Step 14)				
3.	Has the team considered and reviewed information from the student's Academic Career Planning process? (Step 7)				
4.	Has at least one age-appropriate transition assessment been completed? Have the results been shared with IEP team members? (Step 7)				
5.	Is there evidence that the student's needs, taking into account their strengths, preferences, and interests, were considered? (Step 7)				
6.	Is there a specific postsecondary goal that is based on age appropriate transition assessment(s) for Education/Training ? (Step 8)				
7.	Is there a specific of a postsecondary goal that is based on age appropriate transition assessment(s) for Employment ? (Step 9)				

8.	Has the team discussed post secondary Independent Living Skills for the student? If needed, is there a specific Independent Living Skills goal identified? (Step 10)				
9.	Is there an IEP goal that correlates with the student's post secondary goals? (Step 12)				
10.	Has the team selected appropriate Pre-Employment Transition Services to engage in the education/training the student will be participating in upon graduation? (Step 13)				
11.	Has the team considered relevant course(s) of study that include a multi-year description of coursework, specific and individualized to the student's preferences and interests and linked to the postsecondary goals? (Step 17)				
12.	Is there evidence that, if appropriate, a representative of any participating agency (that is likely to be responsible for providing or paying for transition services) was invited prior to the IEP team meeting? (Step 14)				
13.	Will the student turn 17 in the timeframe of the IEP and require documentation on the Transfer of Rights? Has the documentation been shared with student and family? (Step 18)				
14.	Will the student be exiting school because of graduation or exceeding the age of eligibility for a Free Appropriate Public Education (FAPE) at the conclusion of the academic school year? (Step 18)				
15.	Has a Summary of Performance been completed and shared with student and family? (Step 19)				

Suggestions for future PTP development/improvements:

Kick the PTP Year Off Right! Looking to give your PTP's a check-up before the school year starts? Set yourself up for the year by reviewing the following checklist. The links provided will take you to directions or video tutorials. As always, contact your [TIG Coordinator](#) with any questions!

- [Move](#) your middle school students to the high school in the PTP portal.
- [Assign](#) new teachers and delete former teacher access within WISE secure (**formerly ASM**).
- Review the [Security diagram tutorial](#) to ensure teachers have the appropriate access.
- Review the use of ["Other" In The PTP](#) and establish your expectations with your staff.
- Remind staff that all NEW PTP's and transfer students will require a new PTP via "Create New".
- For private/parochial/out of state students consult with your district WISE Data Enrollment staff.
- For PTP's created without a WISEid, refer to this [Document](#) if you are having difficulty making a match.
- New Director? Connect to your TIG Coordination to schedule a virtual training.
- PTP users clear your cache if you run into problems with your web browser - [Directions on clearing your cache](#) OR try to utilize an incognito window – [Directions on utilizing an incognito window](#)

It's the Law: Connecting the PTP to the IEP: Every IEP that is developed for a student in Wisconsin who is turning 14 or is already 14 or older MUST have a Postsecondary Transition Plan (PTP) developed and submitted to Wisconsin Department of Public Instruction (WDPI) within 30 days of the IEP meeting.

-  Once created, the PTP must be reviewed, and revised as appropriate, at an IEP team meeting at least once per year using the ANNUAL option. Review and Revise is only for an addendum to the PTP.
-  Consider your district policy. Is there a procedure in place to ensure that the PTP is sent with the IEP? It is required that a completed copy of the PTP must be attached to the IEP and provided to the parent/guardian.
-  **The PTP is still the I-8 and is a legally required component of the student's IEP**, even though it is completed through an on-line application, rather than your district's IEP software. The steps to completing a PTP should be added to the scripting of the IEP process, an IEP checklist, or a step that is added to your IEP software that keeps it from archiving until you have linked a PTP report.

PTP Director Designee Role:

Matching a WISEid in the Postsecondary Transition Plan (PTP): The first step is to attempt making a match within the PTP portal. Determining what is needed to complete the WISEid match requires looking at how the student is listed in one of the two systems – Student Information System (SIS) used by your district (i.e. Skyward, Infinite Campus, JMC, etc.) and the PTP. The fix is usually needed in either the PTP or SIS, not both. However, to determine what the fix is, it is recommended that the PTP Director work with the WISEid designee and enrollment registrar (formerly the WSLC Coordinator) to make this comparison together. Further guidance about matching a WISEid can be found [Here](#).

WISEid/WISEdata: WISEid/Enrollment information to the PTP uses information from WISEid and WISEdata. If you see the student in WISEid, with enrollment setup in your SIS, there may be some sort of validation error in uploading from the SIS to WISEdata. If this is the case, please connect to your district enrollment specialist and file a [Help Desk Ticket](#).

Transfer Student: If a PTP was created without a WISEid, and has left your district, contact your TIG Coordinator for assistance in making this match.

Move Student: within your district: Currently the PTP does not automatically transfer PTPs from one school to another. For example, all students transitioning from the middle school to the high school will need to be moved. Only a PTP user with a Director Access role can complete this action. A new PTP will need to be created for a transfer student as the PTP does not transfer district to district.

Move Student – Mass Transfers of students between one school and another (Director/Designees only). This provides capability to [Move Multiple Students](#) at once when searching by school on the “Move Student” tab. If only the name fields are used to search, you will only be able to change the school for individual students, as per previous functionality. (Reminder: You can enter partial names into the Last Name and First Name fields)

Grant & Revoke PTP Access: If you have special education staff that have left your district, you will need to revoke their access to the PTP due to confidentiality. Your PTP Application Administrator can follow the [Step-By-Step Directions](#) on the Assign Access to WISEHome Application page to complete this in WISE secure role assignment (New Application Security Manager).

Note – When a staff member leaves a district and needs access in another district they can be granted access without the district they left revoking their access.

New Staff: Staff will all need a [WAMS Account](#) if they do not currently have one. Also, learn more here about the single sign-on with Google [Here!](#) If you have new special education staff joining your district or switching schools, you will need to grant the new staff access to the PTP or change access to schools depending on the situation. Your PTP Application Administrator can follow the [Step-By-Step Directions](#) on the Assign Access to WISEHome Application page to complete this in WISE secure role assignment (New Application Security Manager).

Delete a Duplicate PTP: The ability to delete a PTP record is limited to PTP users with the Director/Designee access role. Only PTP records that have not been submitted can be deleted. If the PTP is locked, it must be unlocked before it can be deleted. **Only PTPs created in error or duplication should be deleted.** A PTP can be deleted in two ways:

- Click on the “Finish In-Process PTP” tab, select the school in which the PTP was created, change the radio button to “Show all records for the school,” find the student PTP record that needs to be deleted, then click on “Delete PTP.” A pop-up message will ask “Are you sure you want to delete the PTP?” Click “OK” to confirm deletion of the selected PTP student record.
- From the PTP completion page, click on “Delete PTP.” A pop-up message will ask, “Are you sure you want to delete the PTP?” Click “OK” to confirm deletion of the selected PTP student record.
- If you have a student with 2 or more unlocked PTP’s, it is likely a duplicate record has been created and will need to be deleted. Before deleting this record, you can confirm the error by using the **“Student History”** option under reports. You must enter at least 2 letters of either the first name or last name OR enter the entire WISEid to initiate a search. Once you’ve confirmed a current PTP has been submitted, you can delete the PTP created in error.

Pre-Employment Transition Services & Course of Study for Students Graduating: The PTP database allows you to bypass selection of transition services and course of study for students graduating high school and exiting when the meeting date is between May 1st and June 30th of the current school year.

Use of “OTHER” in the PTP: The WDPI conducted a compliance review of postsecondary transition plans of students 16 years old and older submitted by local education agencies (LEAs) via the online PTP application. Many of the compliance errors detected arose at the three points during the transition planning process where the “other” option is available to manually enter information regarding: postsecondary goal in the area of education/training, employment, and transition services. When using “Other”, IEP teams must use caution to ensure a **compliant** goal or transition service is specified. [Guidance Here.](#)

Information for All PTP Users:

STUDENT HISTORY REPORT: This report can be used to search by student name or WISEid number for all PTP reports for an individual student. You must enter at least 2 letters of either the first name or last name or the entire WISEid number to initiate a search.

REVISE PTP: If a student’s PTP was created and submitted last school year or during a previous school year, there is no need to create a new one using the “Create PTP” tab. To complete this process:

- Click the “Revise Submitted PTP” tab, select the school within your district where the student’s submitted PTP was created, enter the student’s information or simply click “Search” and a list of students with submitted PTPs will be generated, identify the student you are searching for, click the blue “Annual IEP” link at the right side of the screen, then click “Continue” when prompted to do so. This will bring you to the student’s current PTP for you to update and edit.

Note: It is recommended users do not use two open browsers while using the PTP. If you need to refer to a previously submitted PTP, you can download the I-8 from the “Revise Submitted PTP” tab or the Student History report in the “Reports” tab. You can have that document open in another tab at the same time as the application.

Additional Information and Resources:

Workforce Innovation and Opportunity Act (WIOA), Academic Career Plan (ACP) and Indicator 14 collection of parent and student information: The federal Workforce Innovation and Opportunity Act (WIOA) became effective on July 22, 2016. This includes the collaborative responsibility of school, vocational rehabilitation services and long-term support to provide Pre-Employment Transition Services to students. The WDPI promotes the objective of educational services for all students as preparation for College and Career Readiness. Academic Career Planning (ACP) was added last year as a requirement for all students in grades 6-12. Question 22 now requires contact information to collect needed information in a student’s last year of high school to assist in preparing contact information for the Indicator 14 survey. Because of these changes, additions to the PTP were made:

- When verifying that an age-appropriate transition assessment was completed, the IEP team will also be prompted to verify an Academic Career Plan (ACP) is in place for the student, information from the ACP should be considered when developing the PTP.
- Question 22 now requires a Parent and Student Email, and Phone. When answering “yes” to this question, a prompt will be provided to enter a phone number and email address for both the parent and student. This contact information is being collected to prepare information for the Indicator 14

survey. With this additional information, the district will be able to use the Reports tab in the PTP to generate a list of students who graduated in the exit year.

The Transition Improvement Grant (TIG) Regional Coordinators will continue to conduct a monthly PTP review of “other” statements to guide your district in implementing the compliant requirements of the PTP.

Wisconsin Web Access Management System (WAMS) ID Issues: If you are locked out of the PTP system and get an intruder alert message, you probably need to reset your WAMS password. To do so, simply go to the WAMS login page and click on the icon “need help with your WAMS account.” That link will take you to a screen where you can reset your WAMS password. If you do not remember the answers to one or more of your security questions, you will need to write a WAMS Helpdesk ticket. Neither your TIG Regional Coordinator nor the WDPI staff can assist with this as the WAMS system is operated separate from the WDPI and the TIG.

[We're Here to Help!](#)

Your district PTP director/designee can usually answer questions and resolve issues, but your [TIG Regional Coordinator](#) and the WDPI staff are also available to assist with PTP questions .

-  Alicia Reinhard, Transition Consultant, WDPI, Alicia.reinhard@dpi.wi.gov, (608)-266-1146
-  Pam Jenson, TIG Statewide Grant Project Coordinator, pam.jenson@cesa2.org, (608)-921-1400
-  Jenny Jacobs, TIG CESA 7 – Statewide Indicator 14 and Eastern Regional Coordinator , jjacobs@cesa7.org, (920) 617-5630
-  Jennifer Hilgendorf, TIG CESA 1 – Statewide Indicator 1 & 2 Coordinator, jhilgendorf@cesa1.k12.wi.us, (262)-787-9500 x 9545
-  Amanda Jones, TIG CESA 1 & 2 – Southeastern Regional Coordinator, ajones@cesa1.k12.wi.us, (262)-787-9500 x 9578
-  Brian Kenney, TIG CESAs 2 & 3 - Southern Regional Coordinator, bkenney@cesa3.org, (608)-448-9034
-  LaNae Jabas, TIG CESAs 5 & 6 - Central Regional Coordinator, jabas@cesa5.org, (608)-745-5489
-  Brenda Swoboda, TIG CESAs 4, 10 & 11 - Western Regional Coordinator, bswoboda@cesa4.org, (608)-786-4841
-  Shelley Lehman, TIG CESAs 8, 9, & 12 - Northern Regional Coordinator, slehman@cesa9.org, (608)-844-0398

Stay connected to transition related news, professional development events, and resources in Wisconsin by visiting our [website](#) on a regular basis.



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Regardless of how your district is opening, back to school and learning is BUSY! These planning tips help districts support students to achieve optimal employment, education/training, and independent living outcomes.

Classroom/Building

- 🔥 Check out the enhancements to the PTP video overview [here!](#)
- 🔥 Look! Hot Off the Press: [Transition Compass: College, Career and Readiness Resource Guide](#): an overview of transition planning along with a flipbook of TIG resources.
- 🔥 Review the Transition Planning During COVID [Padlet](#) and virtual resources.
- Visit and review the NEW 🔥 Transition Improvement Grant ([TIG](#)) [website](#) and resources. The new catalog of virtual professional learning options can be viewed [here!](#)
- Learn more about the 🔥 [PTP Online and Self-Paced Course](#) in collaboration with UW-Whitewater.
- Review the [Wisconsin Self-Advocacy Suite](#) to find self-advocacy instruction options.
- Identify PTP and transition training needs as a department.
- Ensure that teachers new to the PTP have a staff mentor and/or attend a TIG PTP training. Make sure to [create an account](#) here to get the latest TIG and Wisconsin updates.
- Review last year's PTPs to ensure development of meaningful [effective practices](#) transition plans were completed.
- Complete or update a [Transition Improvement Plan \(TIP\)](#), including a review of your district's [Indicator 14 survey](#).
- 🔥 Assess your district Indicators 1 & 2 data and the [Graduation Rate Improvement Plan \(GRIP\)](#).
- Collaborate with school counselors on upcoming career exploration activities, review state testing deadlines and accommodation needs, and explore work-based learning options such as, CTE courses. Share the [What School Counselors Need to Know About Special Education Transition and IEP Planning](#) document.
- Identify the transition related materials connected to [Academic and Career Planning \(ACP\)](#) that students need at each grade level. Assure students on your caseload have access to the activities with accommodations and modifications required.
- Review student postsecondary goals and identify [age-appropriate transition assessments](#) needed.
- Offer paraprofessional training to support community-based instruction and student employment. Reach out to your [TIG Coordinator](#) to learn more.

Community/Agency

- 🔥 Check out the NEW County Community on Transition (CCoT) [Toolkit](#).
- Identify district representation on the CCoT and how information will be shared with the special education department. [Is Your District Represented?](#)
- 🔥 Work with [state](#) and [local](#) transition partners through your CCoT to enhance the school to agency connection and relationships to benefit the students and families you work with.

- Invite community/outside agencies that support youth with disabilities to a department meeting to share information on services they provide (e.g. Meet and Greet). 🗨️ Could this be virtually?
- Set up dates with community/outside agencies to attend IEP meetings/district hosted family events.
- Work with transition partners to plan community events that promote employment such as: an [Amazing Race to Employment](#), [Business Tours/Employers](#), and/or a [Community Conversation](#). Learn more [here!](#) (need an account to access)

Division of Vocational Rehabilitation (DVR)

- Ensure every special education teacher knows the [DVR Counselor](#) assigned to your high school and understands the services DVR can provide.
- Review the [Top 10 Things You Should Know About DVR](#). Watch this youth and DVR [video!](#)
- Review the process for sharing information about DVR with students, and their families, who may need assistance obtaining, maintaining or increasing employment outcomes.
- Establish a building protocol, along with the DVR Counselor, to create a schedule for counselors to meet with students and families as needed. ***Invite the DVR Counselor to IEP meetings well in advance.***
- Confirm a consistent DVR referral and application protocol, along with your DVR Counselor, that works for all teachers, students, and families.
- Consider assigning one educator to be a liaison to the DVR Counselor to communicate and plan meetings with staff, students, and families collaboratively.
- Coordinate meetings (DVR Orientation, IEP, staff meetings, family events, etc.) where DVR presence is most appropriate and schedule early to increase the DVR Counselor availability.
- Review the [WIOA School-DVR Partnerships](#) handout to increase student employment outcomes and an overview on WIOA from the [TIG](#) website.

Student

- Reflect on measurable postsecondary goals with students and identify planning and support needs through age appropriate transition assessments.
- Review extracurricular activities offered in your district. Look for matches to interests and skills for students on your caseload. Help students get involved!
- Create accommodation cards with students and facilitate meetings to review needs with general education teachers. [Sample Cards](#)
- Make a plan with each student to be actively involved in their IEP/PTP meeting to include the [WiTransition App](#).

Family

- Check in with families to review how summer activities might have informed new plans.
- Ask families what they are “still wondering” about transition and set up information nights accordingly with community agencies.
- Extend an invitation to family/parent to complete a beginning of year transition survey.
- Share a completed district [Transition Planning for Families](#) handout.
- Disseminate and explain the [WIOA for Families](#) handout and how it impacts transition planning.

Contact Us!

TIG Coordinator:
Phone Number:
Email:
Region:

Need More? Your TIG Coordinator is here to support the hard work you do to move transition planning forward for all schools in Wisconsin through technical assistance and training.

DPI/PTP Page ↓



WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION



Progression of Postsecondary Transition Planning An Example: “Sally B. Strong”



The intent of this document is to show the ***progression*** of transition planning for a student from middle school to high school. This represents a timeline of services and goals to facilitate an appropriate outcome for the student. Often times, our youngest students struggle with articulating their long-term goals just simply based on their age, life experience, and maturity. The PTP is not only a documentation and planning tool but can also tell a story to the reader who may or may not know the student.

A Look Inside the Transition Planning Journey for Sally:

- Sally knew she loved working with animals. The only career she knew that worked with animals was a veterinarian. Read how Sally and her IEP team progressed through Education/Training, Employment, and Independent Living goals to meet her needs while maintaining her voice and wishes. *What does this mean to Sally and her family?*
- Due to Sally’s disability, the transition assessments and team discussions helped Sally focus on making her measurable postsecondary goals attainable. *How did they begin this process?*
- The Pre-Employment Transition Services (Pre-ETS) are very purposeful. *How did this create ownership for all team members in the process?*
- Sally’s first PTP was the beginning of her 8th grade year. The second example is the beginning of her 10th grade year and encompasses the remainder of her high school career so appropriate time for planning can occur. *What progression do you see that moves Sally’s transition plan forward?*
- Interagency collaboration is necessary for a successful outcome. *How can you start the conversation to involve all key players?*

Click each icon for direct access to the sample Postsecondary Transition Plan (PTP)



**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**

FORM I-8 (Rev. 5/13)

District: SAMPLE MIDDLE SCHOOL

Name of Student: SALLY B. STRONG

Date of Birth: 9/9/2006

PTP ID: 3852

Meeting Date: 05/22/2019

I. Meeting Attendance

SALLY B. STRONG attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for SALLY B. STRONG are based on an age-appropriate transition assessment

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

As Sally enters her last year in middle school, we are focusing on her career choices and what classes she will need to take at the high school to prepare her for employment. Sally completed the Picture Interest Career Survey (PICS) September 2016 with the Speech and Language Therapist. She scored high in Realistic and Social Careers.

As part of the district ACP process, Sally participated in the Xello Matchmaker assessment with the assistance of a peer mentor. She used a visual of "thumbs up or thumbs down" to express her interest in a career task. She matched with the following Top 5 careers: Animal trainer, Veterinarian, Pest Controller, Tour Guide, and Hospital Food Worker. Sally watched her top videos to learn more on each career.

In an informal interview with her case manager, Sally said she wants to be a Veterinarian because she loves her animals at home and often requests to go to the local pet store to visit the animals. She has also said she'd like to work at the local ice cream parlor in the summers so she can be outside and talk to people. Her parents also stated a social environment would be a good fit for Sally on their parent survey that was sent home a month prior to the meeting.

Measurable postsecondary goal in the area of education or training:

After high school, SALLY B. STRONG will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes:

Sally's mom and school IEP case manager spoke about her long-term goal to be a Veterinarian. Her mom expressed that she would like to see Sally explore supported work in the community in the animal science field. She would also like to see her obtain some kind of part-time employment once she turns 16 to help her gain the skills she needs to keep a job. Mom feels Sally needs help understanding how aptitude and interests intersect.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, SALLY B. STRONG will be employed in the field of Agriculture, Food & Natural Resources - Animal Systems - Veterinarian.

Additional information relevant to this goal includes:

Sally continues to want to work with animals as a Veterinarian. She has also said she would be open to working at Pet Smart, the local zoo, or the local ice cream parlor. Sally has a strength working with all animals and her mom has said that is what she has wanted to do since she could speak. Due to her academic strengths and challenges, her IEP team discussed the need for additional hands on, career searches and exploration to help Sally find the job that is the best fit for her. At this time, it was agreed that Sally would be included in the general education curriculum for math so Sally can get a feel of the rigor and develop relationships with her peers. Sally's mom understands she will need the curriculum modified and is hoping to meet with the Pre-Algebra teacher to set appropriate goals.

Measurable postsecondary goal in the area of independent living skills:

After high school, SALLY B. STRONG will:

- live in an apartment with her friends with support, as needed, to assist Sally with her daily living tasks.

III. Annual Goals

Annual goals that will help SALLY B. STRONG make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

- Sally will demonstrate time management skills on work based learning sites by following a schedule independently with assistive technology support.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2019-20	Sally, Family	
Social and Independent Living Skills Training for Community	Support student involvement in community activities (sports, art work, volunteering)	2019-20	Sally, Family	
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2020-21	Sally, School and Assistive Technology Teacher	
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2020-21	Sally, School	
Postsecondary and Higher Education Related Services		2020-21		X
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	2020-21	Sally and School	
Job Exploration Counseling Services	Take student for informational interviews and job shadows	2021-22	Sally and School	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2021-22	Sally, Family	

Additional information related to transition services:

The IEP team discussed it is important for Sally to work directly with animals that are not her own to help her narrow down a career match. Since Sally is under 16, her mom suggested that she and Sally participate together to volunteer at the Humane Society for her to gain work experience on the weekends or after school.

Sally will sign up to work in the office at the middle school with the assistance of her teacher. This will focus on giving Sally a work-based experience to move her towards improving her soft skills for a needed job in the future.

Sally currently does not relate time and punctuality to a job. The school will try time keeping devices with an alarm to alert her to transitions in her schedule.

Sally is going to look into joining FFA once she starts high school.

Sally's mom stated her desire for her daughter to go to work on her own someday, but time management is a major concern. Sally currently wakes up each morning with the assistance of her mom. Sally and her mom both said they would work on using an alarm clock at home.

By the end of her 9th grade year, Sally and her mom will meet with DVR or attend an orientation session to see if DVR can assist with summer and/or part-time employment sometime in her 10th or 11th grade years.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is not likely to provide or pay for transition services during the term of this IEP.

VI. Course of Study

School Year	Course Name
2017-18	Pre-Algebra 1, Language 8, Phy Ed, Daily Living Skills, Functional Math, Exploratory Spanish, Study Skills, Computer Basics, Science in the Community
2018-19	Spanish, English 9 Prep, Functional Consumer Math, Small Animals, Wisconsin History, PE 9, Foods and the Community, Employment Readiness

Additional information related to course of study:

Sally's current IEP case manager contacted her anticipated case manager at the high school who helped the IEP team choose classes for her first year of high school. Sally will take Pre- Algebra this year, with appropriate accommodations. She will do a 4 year plan next year with her School Counselor in September or before entering the high school.

VII. Transfer of Rights

SALLY B. STRONG will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him/her at age 18.

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**

FORM I-8 (Rev. 5/13)

District: SAMPLE HIGH SCHOOL

Name of Student: SALLY B. STRONG

WSN: 00000000

Meeting Date: 9/14/2020

Date of Birth: 9/9/2003

PTP ID: 5678

I. Meeting Attendance

SALLY B. STRONG attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for SALLY B. STRONG are based on an age-appropriate transition assessment.

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

Sally, her family, and the school completed the Enderle-Severson III in August 2016. The areas assessed were employment, recreation and leisure, home living, community participation and postsecondary education. Sally and her family also completed a Future Goals and Outcomes form. The full report is saved at school and her family received a copy.

A summary of the findings are:

Sally does not have current employment. Sally worked in school as an office assistant in middle school where she learned to follow her schedule independently with few prompts. Sally was also a teaching assistant for the Agriculture teacher her 9th grade year where she was responsible for animal care. Sally has excellent attendance.

Sally did join FFA her 9th grade year and is involved with Special Olympics. She does not seek out activities to do with her friends on nights and weekends independently.

Sally is responsible for her personal cares at home and school. She often needs reminders to shower on a daily basis and does not currently assist with the laundry or food preparation for the family. Sally does seek out her own snacks and simple meals.

Sally is planning on living on her own with same aged peers in a supervised setting.

As part of the district ACP plan, Sally participated in the Career Speaker Academy for the year. She chose to sign up for the banker, pet groomer, professional athlete, and salon owner presentations.

Measurable postsecondary goal in the area of education or training:

After high school, SALLY B. STRONG will receive on-the-job training.

Additional information relevant to this goal includes:

(Middle School) Sally's mom and school IEP case manager spoke about her long-term goal to be a Veterinarian. Her mom expressed that she would like to see Sally explore work in the community starting with a job coach some day in the animal science field. She would also like to see her doing some kind of part-time employment once she turns 16 to help her gain the skills she needs to keep a job.

(10th grade) Even with modifications, Sally struggled with the Pre- Algebra curriculum. After doing a job shadow, Sally decided she wanted to enter the workforce. They would like to pursue some type of training at the college level for after high school and are looking into community extension courses at the local technical college that fit with her interests and career goal. Sally and her family are ready to pursue paid, community based employment with a job coach by the summer of 2017.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, SALLY B. STRONG will be employed in the field of Business Management & Administration, Administrative Support – Stock Clerk, Sales Floor.

Additional information relevant to this goal includes:

(Middle School) Sally continues to want to work with animals as a Veterinarian. She has also said she would be open to working at Pet Smart, the local zoo, or the local ice cream parlor. Sally has a strength working with all animals and her mom has said that is what she has wanted to do since she could speak. Due to her academic strengths and limitations, her IEP team discussed the need for additional hands on, career searches and exploration to help Sally find the job that is the best fit for her. At this time, it was agreed that Sally would be included in the general education curriculum for math for Sally to get a feel of the rigor and develop relationships with her peers. Sally's mom understands she will need the curriculum modified and is hoping to meet with the Algebra teacher to set appropriate goals.

(10th grade) Sally completed a job shadow at a local retail pet supply store and enjoyed that work. She did both stocking and some minimal animal care. At times, it was difficult for Sally to not gravitate towards the animals when she was supposed to be working on the stocking floor. Volunteering at the local Human Society did not work out for the family, so they decided to start to foster cats and dogs on a limited basis. Sally does a great job with the animals but does not enjoy getting up in the middle of the night to assist with animal cares. She reluctantly sets her alarm clock but does so with family support. Sally recently told her mom she'd like to have a weekend kennel business or animal day care "on the side". Sally would still like to work at a part-time job next summer. In addition to the local zoo, Sally would also like to explore working at the summer Parks and Recreation program and local kennel.

Measurable postsecondary goal in the area of independent living skills:

After high school, SALLY B. STRONG will:

- (Middle School) live in an apartment with her friends that has adult supervision to assist Sally with her tasks of daily living.
- Given opportunities to practice using public transportation, Sally will demonstrate proficiency in appropriate social interactions while riding a pre-determined route 90% of the time based on observation.

III. Annual Goals

Annual goals that will help SALLY B. STRONG make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

- Sally will demonstrate time management skills on work based learning sites by following a schedule independently with assistive technology support 4/5 opportunities.
- Sally will be able to verbally report out interest on 3 potential summer jobs based on the results of her job shadows.
- Given work time to complete an employment task, Sally will demonstrate the ability stay on-task 90% of the time as demonstrated by documentation of prompts needed to re-direct her.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2017-18	Sally, Family	
Social and Independent Living Skills Training for Community	Support student involvement in community activities (sports, art work, volunteering)	2017-18	Sally, Family	
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2018-19	Sally, School and Assistive Technology Teacher	
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2018-19	Sally and School	
Postsecondary and Higher Education Related Services		2018-19		X
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities	2018-19	Sally and School	
Job Exploration Counseling Services	Take student for informational interviews and job shadows	2019-20	Sally and School	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2019-20	Sally, Family	
Social and Independent Living Skills Training for Home	Teach student money skills including setting up a home budget, open a bank account, pay bills, file taxes	2019-20	Sally and School	
Social and Independent Living Skills Training for Home	Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)	2019-20	Sally, School and Family	
Job Exploration Counseling Services	Help student apply for adult services through the Aging and Disability Resource Center (ADRC)	2020-21	Sally, School and Family	
Social and Independent Living Skills Training for Home	Support student and family to explore places to live after graduation	2020-21	Sally, School, and Family	
Postsecondary and Higher Education Related Services	Support student participation in Adult/Continuing Education and/or Community College courses	2020-21	Sally and School	
Social and Independent Living Skills Training for Community	Teach student to use public transportation	2020-21	Sally and School	

Additional information related to transition services:

(Middle School) The IEP team discussed it is important for Sally to work directly with animals that are not her own to help her narrow down a career match. Since Sally is under 16, her mom suggested that she and Sally participate together to volunteer at the Humane Society for her to gain some of those work experiences on the weekends or after school.

Sally will sign up to work in the office at the Junior High with the assistance of her teacher. This will focus on giving Sally a work-based experience to move her towards improving her soft skills for a needed job in the future.

Sally currently does not relate time and punctuality to a job someday. The school will work on trying out some watch devices that have some type of alarm to alert her to a schedule.

Sally is going to look into joining FFA once she starts at the high school.

Sally's mom stated her desire for her daughter to go to work on her own someday but time management is a major concern. Sally currently wakes up each morning with the assistance of her mom. Sally and her mom both said they would work on using an alarm clock at home.

By the end of her 9th grade year, Sally and her mom will meet with DVR or attend an orientation session to see if DVR can assist with summer and/or part-time employment sometime her 10th or 11th grade years that will lead to post high school employment planning.

(10th grade) Using a watch with timer, Sally has done a great job keeping track of time at school and is now setting an alarm clock to get up at home.

The district and DVR will set up additional job shadows to prepare for summer employment both with and without animals.

Sally will not, at this time, pursue her driver's license.

As a long-term goal, Sally would like to talk to DVR about starting a part-time kennel business on the weekends. Her housing would need to be able to accommodate this Sally's parents are looking into her purchasing a home, inviting in roommates, and hiring live-in supports.

Sally and her family would like her to work with an outside agency that will support, mentor, and assist her with access to community activities where she may develop lifelong connections outside of her family.

Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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:

Sally's DVR counselor attended the meeting to discuss her goals and plan for summer employment.

V. Course of Study

School Year	Course Name
2017-18 (8 th grade)	Pre-Algebra 1, Language 8, Phy Ed, Daily Living Skills, Functional Math, Exploratory Spanish, Study Skills, Computer Basics, Science in the Community
2018-19 (9 th grade)	Spanish, English 9 Prep, Functional Consumer Math, Small Animals, Wisconsin History, PE 9, Foods and the Community, Employment Readiness
2019-20 (10 th grade)	Civics, Chemistry in the Community, Consumer Math, Language 10, PE 10, Foods and Family, Wisconsin Geography, Animal Behavior
2020-21 (11 th grade)	Internship 101, PE, Community Language, Business 101, Independent Living 1, French, Independent Study in Ag. Business
2021-22 (12 th grade)	Work Release (1/2 day 3 times per week), PE, Independent Living 2, Math in the Community, Large Animal Care

Additional information related to course of study:

(Middle School) Sally's IEP case manager contacted her anticipated case manager at the high school who helped the IEP team choose classes for her first year of high school. Sally will take Algebra 1 this year, with appropriate accommodations, to get a feel for the rigor of college level courses. She will do a 4 year plan next year with her School Counselor in September or before entering the high school.

(10th grade) Sally was included in the general education Pre-Algebra class her 8th grade year. The IEP team worked closely with the classroom teacher to set appropriate learning targets for Sally. Sally enjoyed the class and found that she needed a great deal of modification to the curriculum. She stated, "It was fun but hard. I did learn about fractions and decimals though".

It is the plan of the family to have Sally graduate at the end of her 4th year based on completion of her transition goals and planning. However, the option for additional years remains open.

VI. Transfer of Rights

SALLY B. STRONG and her parents have been informed of the rights that will transfer or have transferred to him or her at the age of 18.

Sally and her family attended a speaker during parent teacher conferences on supported Decision Making and guardianship. They also received the What you should know about Wisconsin Law: Your legal rights and responsibilities book. They will revisit these options next year.



Postsecondary Transition Planning and Students with Complex Support Needs

As IEP teams meet to develop a Postsecondary Transition Plan (PTP) for students with significant disabilities, they will be discussing the very diverse skills, strengths, limits and support needs of the student. It is that discussion and conversation with and about the student that will lead the team to create a purposeful and meaningful PTP.

As the team starts the discussion, they need to consider the requirements of the federal law: Workforce Innovation and Opportunity Act (WIOA), which went into effect for school districts in July 2016. In general, WIOA focuses vocational rehabilitation outcomes on competitive integrated employment and promotes greater emphasis on transition services for youth with disabilities. WIOA presumes all students, including those with significant disabilities, to have a competitive integrated employment goal. School districts, along with the Division of Vocational Rehabilitation, are required to document the provision of Pre-Employment Transition Services (Pre-ETS). For school districts, this will be documented through the Postsecondary Transition Plan (PTP). A comprehensive list of Pre-ETS schools can provide is available in the transition services section of the PTP and at this link:

[Transition Services/Pre-Employment Services \(Pre-ETS\) Outlined in the PTP](#)

These links summarize the implementation of WIOA requirements for ALL students with disabilities.

[WIOA FAQ for Families](#)

[WIOA and Transition Services for Families](#)

Below are some guiding questions for the College and Career Ready (CCR) IEP team conversation:

- Can the student express his or her interests? If not, obtain as much information from parents, staff and caregivers as possible to develop the transition plan.
- What are special health care needs that must be addressed?
- What are the needs and challenges for integrated community work?
- Who can provide the education/training activities to assist the student?
- What can the student accomplish without assistance? Now and in the future?
- What can the student accomplish if assistance were provided by a job coach, adult service provider, or other caregiver?
- What will contribute to the student having a meaningful day and overall satisfying life after high school?

The age appropriate transition assessment(s) that have been completed before the meeting will guide the team in answering these questions. In rare cases, the student will be unable or unwilling to discuss his/her own preferences, interests, needs, or strengths. In these instances, transition assessments may be based on teacher observations, input from the student's family (or others that know the student well), and information contained in the student's records. Consideration should be given to preparing a narrative summary of transition assessment results for the CCR IEP team to consider. This information can be written into the 'Additional Information' box in the PTP at this step.

Examples:

“...Jon was given a picture interest inventory and he consistently selected jobs in social settings...”

“...Based on both observational data and situational assessments within a variety of work settings, Karen has demonstrated a preference for jobs within a quiet environment and require organizing items.....”

“...through a [discovery process](#) with Garth, family and staff, the following ideas for future employment were generated....”

Transition Assessment Resources:

[Age Appropriate Transition Assessment and Activities Guide—Section 5](#)

[Transition Coalition: Transition Assessments for Students with Significant Disabilities](#)

Measurable Postsecondary Goals—Education/Training for Employment

The CCR IEP discussion and conversation along with informal or formal assessments will drive the creation of appropriate postsecondary goals and transition services. The goals should reflect high expectations and look to the future, keeping in mind the student’s strengths, stamina, and ability level. For nearly all students, these unique areas of preferences and skills can relate to postsecondary employment and/or training goals. Yet, in some situations, the CCR IEP team *may* determine it is appropriate for the education/ training goals to relate to other needs, such as health or independent living.

Scenarios and Sample PTPs

Scenario #1

Nathan is a 15-year-old just finishing up middle school. He does not communicate with spoken language but uses an iPad App with pictures to communicate his wants and needs. He needs direct assistance and monitoring for feeding and toileting. He also has a mild seizure disorder. Next year in high school, he will begin community-based instruction for work-based learning experiences and independent living. During participation in a middle school school-based business and in general education activities and classes, Nathan has shown a preference for social environments. Through further teacher observations, it was shared Nathan is most engaged with tasks that require putting things in and out of bins through sorting and tasks that require handling paper and laminated items. Nathan’s parents added that he has shown more independence and wants to be working like his brother. The IEP team discussed the possibility of working in local businesses that have brochures displayed and need them stocked.

Education/Training:

After high school Nathan will:

- Receive on-the-job training (including apprenticeship)

Additional information box: With the assistance of a job coach, Nathan will receive training to place brochures in display racks in offices and local hotels.

Employment:

After completing or obtaining postsecondary education or training, Nathan will be employed as a/an:

- Cluster: Marketing
- Pathway: Merchandising
- Career: Merchandise Displayer

Additional Information Box: Nathan will be working with a local business stocking brochure racks.

Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31456>

Scenario #2

Megan is 17 years old. She has been on homebound instruction since elementary school due to significant medical needs. She has daily nursing care for her dressing, bathing and feeding. She travels occasionally to the community with full assistance in her wheelchair. She enjoys listening to music and watching fast moving and colorful videos. She is working on reaching out to grasp items and tolerating her dressing and bathing routines. She also has daily exercises designed by the occupational therapist to improve range of motion. She has just been introduced to operating a one choice switch. Megan's parents would like her to be part of family outings as much as possible and for Megan to have choices in her life. Based on this information the team developed these education and employment goals:

<p>Education/Training: After high school Megan will:</p> <ul style="list-style-type: none">• Other: receive training in her home to improve her ability to operate a double switch for demonstrating choice. <p><i>Additional Information Box:</i> Megan currently does not attend school due to being medically fragile. She is assisted in all her daily care needs. She has limited motor functioning due to Cerebral Palsy but will reach towards items.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Megan will be employed as a/an:</p> <ul style="list-style-type: none">• Cluster: Arts, Audio/Video Technology & Communication• Pathway: Audio & Video Technology and Film• Other: Volunteer Library AV Assistant <p><i>Additional Information Box:</i> Employment goal is based on information provided from caregivers and student's interest in movies and music. Megan will attempt to volunteer at library monthly, when able.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31457>

Scenario #3

Holly is a 16 year old young lady who enjoys the outdoors, community gatherings and activities in the family warm-water pool. She is living at home with her mother and father. Holly has a rare chromosomal disorder resulting in development delays and health concerns. She is deaf/blind and does not have a formal communication system. She prefers tactile experiences. Although she can walk with assistance, she uses a wheelchair to get around. Overall, Holly requires direct assistance for eating, personal hygiene and mobility. Through school vocational training experiences, Holly has shown a preference for tasks involving social interactions, such as delivering school mail. Through a discovery process with Holly and her family, it was learned she can carry out and initiate meaningful routines in personal care and household chores. Her favorite chore is taking warm clothes out of a dryer. It was also learned that she prefers any task that involves water. Her family has a goal for Holly to be safely supervised in the community and sees part-time employment with supports as part of her future. Based on the CCR IEP team discussion, the following education and employment goals were developed:

<p>Education/Training: After high school Holly will:</p> <ul style="list-style-type: none"> • Receive on the job training (including apprenticeship) <p><i>Additional Information:</i> Holly will receive one on one support and personal care assistance to assist her with her job tasks. Holly will also need a customized tray attached to her wheelchair to complete the expected tasks of her career choice.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Holly will be employed as a/an:</p> <ul style="list-style-type: none"> • Cluster: Agriculture, Food & Natural Resources • Pathway: Plant Systems • Career: Nursery Worker <p><i>Additional Information:</i> Through the discovery process and observations, Holly has shown an interest in the outdoors and water based activities. A job watering plants at a nursery is currently being explored.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31458>

Scenario #4

Tanner is 20 years old. He uses a set of basic signs to communicate. He uses an iPad with individualized picture communication boards to make requests and give greetings. He is mobile and semi-independent in toileting. Tanner has always liked to be around people and to be busy. He enjoys seeing the results of his work. He also likes to give items to people and watch their reactions. He had been in art classes all through high school. During these classes Tanner had shown a preference for working with clay. He developed skills in creating items with clay and likes putting them in a kiln. Through picture work inventories with his teacher and discussions with his family, Tanner consistently picks art activities over all other choices. When he left the high school setting, his art teacher connected him with a local artist organization. The discussion at the IEP meeting created these training and employment goals.

<p>Education/Training: After high school Tanner will:</p> <ul style="list-style-type: none"> • Other: will learn how to set-up and operate his own pottery business through one to one training by a community specialist <p><i>Additional information:</i> Tanner is in the process of working with an employment specialist to begin this work. He will need support to create and maintain this business.</p>	<p>Employment: After completing or obtaining postsecondary education or training, Tanner will be employed as a/an:</p> <ul style="list-style-type: none"> • Cluster: Arts, Audio/Video Technology • Pathway: Visual Arts • Career: Craft Artist <p><i>Additional Information:</i> Tanner will become an entrepreneur creating wind chimes and wall pockets.</p>
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Follow Link to Full Sample PTP: <https://www.witig.org/resource-link.html?id=31459>

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**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)**

Hometown, WI

**Name of Student: Nathan
WSN: 1111111111
Meeting Date: 6/1/19**

**Date of Birth: 8/1/2003
PTP ID: 11941**

I. Meeting Attendance

Nathan attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for Nathan are based on an age-appropriate transition assessment.

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

Through his homeroom Nathan has participated in quarterly Academic and Career Planning (ACP) activities. He went on a business tour with his ACP homeroom to a local hospital. He enjoyed being in the waiting rooms and looking at the information displays with brochures. Also, as part of the ACP process, his parents completed an informal transition inventory ([Self-Directed Transition Planning Tool](#)) on May 22, 2019. An informal parent survey was also sent home before the IEP. Parents shared that Nathan is participating more with chores at home and with less prompting. He has shown an interest in the jobs his siblings have started at the local hotel water park. He has started to show independence in paying for his own items and likes using a billfold. He continues to like collecting and storing laminated cards and brochures. School staff shared observations from daily progress logs from general education classes, extracurricular participation and his work in a school based business. Through these observations Nathan has shown a preference for the tasks that required sorting and especially in placing items in and out of bins. He also prefers environments that are full of activity and where he can interact with people.

Measurable postsecondary goal in the area of education or training:

After high school, Nathan will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Nathan, with the assistance of a job coach, will receive training on stocking brochures in display racks at offices and local hotels.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, Nathan will be employed in the field of Marketing - Merchandising - Merchandise Displayer and Window Trimmer.

Additional information relevant to this goal includes:

Nathan will be working with a local business stocking brochure racks. A job developer will be working with Nathan and his family to develop this position or have Nathan create a business to accomplish this for the local area. The team also discussed giving a variety of community based work experiences and volunteer positions to determine other preferences and strengths.

Measurable postsecondary goal in the area of independent living skills:

After high school, Nathan will:

- Demonstrate skills in purchasing personal items and participating in his personal budget.
- Nathan will demonstrate increased independence in his self-care needs using a visual schedule.

III. Annual Goals

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

--Nathan will increase his work endurance from 30 minutes to one hour.

--With indirect cues, on a community site, Nathan will sort a variety of publications by size and color with 90% accuracy 4 out of 5 workdays.

IV. Transition Services: Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act	2019-2020	Student, School Family	
Job Exploration Counseling Services	Take student on tours of local businesses	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Determine student's skills and strengths related to work	2019-2020	Student, School, Family ,DVR	
Postsecondary and Higher Education Related Services		2019-2020		X
Job Exploration Counseling Services	Teach Student soft skills (e.g. hygiene, punctuality, attendance, interpersonal and communication skills, following directions and problem solving	2019-2020	Student, School, Family ,DVR	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Give student information about Division of Vocational Rehabilitation (DVR)	2019-2020	School, DVR	
Work Readiness Social and Independent Living Skills Services for Home	Teach student money skills including setting up a home budget, open a bank account pay bills, file taxes	2019-2020	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Home	Figure out assistive technology needs for home	2019-2020	Student, School, Family	
Instruction in Self-Advocacy	Provide opportunities for student to choose and participate in general education classrooms, extracurricular activities and community based opportunities.	2020-2021	Student School	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2020-2021	School, DVR, Family	
Job Exploration Counseling Services	Give student information about Work Incentive Benefits Counseling	2020-2021	Student, School, Family, DVR	
Work-Based Learning Experiences	Support student volunteering in the community	2020-2021	Student, School	
Instruction in Self-Advocacy	Review and discuss strength, challenges and accommodation needs in community , college and employment areas with student	2020-2021	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Support student involvement in community activities (sports, artwork, volunteering)	2020-2021	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations,	2020-2021	Student, School, Family	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development –may include customized employment)	2021-2022	Student, School, Family ,DVR	
Work-Based Learning Experiences	Provide systemic instruction to teach student to complete job tasks independently (job coaching)	2021-2022	Student, School, Family	

Additional information related to transition services:

Nathan is receiving children’s long term support and has a case manager. Nathan’s family, long term support case manager, and the school district will work with Nathan to carry out the transition services needed to meet his measurable postsecondary goals. There was discussion about Nathan transitioning to adult long term supports and the process would begin at age 17 by contacting the Aging and Disabilities Center (ADRC).

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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:

Children’s Long Term Support Case Manager

VI. Course of Study

School Year	Course Name
2019-2020	Physical Education, Community Access, Health, Money Management, Careers
2020-2021	Community Access , Teen Cuisine, Money Management, Work Study
2021-2022	Work Study, Community Access, Art, Plants for Fun and Profit , Physical Education

Additional information related to course of study:

Nathan and his family are interested in visiting the 18-21 year old program at his high school to determine if this would be a good option for Nathan in the future.

VII. Transfer of Rights

Nathan will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him/her at age 18

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)**

District: 0000 – Test District

Name of Student: MEGAN

WSN: 1111111111

Meeting Date: 6/2/2019

Date of Birth: 6/1/2002

PTP ID: 5437

I. Meeting Attendance

MEGAN did not attend the IEP Team meeting but on 5/14/19 was extended both a written and verbal invitation to attend.

The following steps were taken to ensure MEGAN's needs, preferences, and interests were considered at the IEP Team meeting:

Megan currently receives home bound instruction. Leaving home in the winter months is not safe for her. Parents requested that her meeting be held at the home health provider's office with her daily nursing staff in attendance. The school staff held an informational interview with the support staff and parents to survey Megan's daily routines and the activities she has shown a preference for. The staff also used anecdotal records and therapy notes from Megan's weekly sessions with the occupational therapist.

II. Postsecondary Goals

The measurable postsecondary goals for MEGAN are based on an age-appropriate transition assessment.

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

Informational interviews were held with support staff, parents and school staff 5/2/19 and 5/10/19. Parents shared that Megan is dependent on them or support staff for all personal cares. A nurse comes in daily to provide these needs and monitor health concerns. Megan does enjoy car rides and being wheeled outside when weather permits. She becomes especially animated by fast and colorful videos. She will attempt to reach towards these videos and other objects she is attracted to. The occupational therapist reports that she is becoming more accurate at locating a one choice switch and has increased strength to push down to activate it. School staff report that Megan is beginning to demonstrate understanding that the switch will turn on a movie.

Measurable postsecondary goal in the area of education or training:

After high school, MEGAN will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Megan will receive training in her home to improve her accuracy in operating a double switch for demonstrating choice and turning on movies.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, MEGAN will be employed in the field of Arts, Audio/Video Technology & Communications - Audio and Video Technology and Film - Volunteer Library AV Assistant

Additional information relevant to this goal includes:

The plan is for Megan to volunteer at the local library as the AV Assistant on a monthly basis. The amount of time Megan will be able to volunteer is based on how she is feeling on any given day. Megan's employment goal is based on information provided from caregivers and Megan's increased interest and engagement with movies and music.

Measurable postsecondary goal in the area of independent living skills:

After high school, MEGAN will:

- gain strength by reaching for objects with her hands and using her feet to operate a switch
- operate a double switch to select DVD or CD for choosing a movie or music

III. Annual Goals

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

Megan will use a switch to activate videos of her choice during her leisure time.

Megan will watch the career videos on a variety of websites to learn more about possible careers in the audio/visual field.

Megan will work on skills that the library has identified as necessary for her volunteer part time job with assistance.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Help student apply for adult services through the Aging and Disability Resource Center (ADRC)	2019-2020	Student, School, Family, ADRC	
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act (ADA)	2019-2020	Student, School, Family	
Postsecondary and Higher Education Related Services		2019-2020		x
Work Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	School, student	
Social and Independent Living Skills Training for Community	Support student to get a state ID card	2020-2021	Student, Family	
Social and Independent Living Skills Training for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	2020-2021	Student, School, Family, Managed Care Case Manager	
Social and Independent Living Skills Training for Home	Figure out assistive technology needs for home	2021-2022	Student, School, Family, Managed Care Case Manager	
Social and Independent Living Skills Training for Home	Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)	2022-2023	Student, School, Family, Managed Care Case Manager	

Additional information related to transition services:

Megan is currently 17 years old and the plan is for her to receive home bound instruction and services until 21 years old. Many of the transition services identified will include Megan but will be mostly be carried out by her family members and current support staff and therapists.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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:

A representative from the ADRC was invited to attend the IEP meeting to describe the application process for Long Term Care Supports. The representative shared information about IRIS and Managed Care Organizations. In-home nursing staff were also invited to the meeting.

VI. Course of Study

School Year	Course Name
2019-2020	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2020-2021	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2021-2022	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2022-2023	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Transition Activities

Additional information related to course of study:

Homebound instruction will change from year to year based on Megan's progress. Physical Therapy and Occupational Therapy assessments will be completed on an annual basis to determine if services need to change.

VII. Transfer of Rights

MEGAN and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

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

Megan and her parents were given the Age of Majority letter explaining the transfer of rights to Megan at the age of 18. The Children's Long Term Support Case Manager will be referring the family to the local ADRC at age 17.5 to begin the transition to Adult Long Term Care supports and will provide guidance in this process. They will also be working with the parents in the process of guardianship and supported decision making. The school provided a copy of the booklet ["Understanding Guardianships: A Handbook for Guardians"](#) (State Bar of Wisconsin) and [Supporting Individuals to Live Full Lives: Supported Decision Making and Other Alternatives to Guardianship](#) (BPDD Guide on Supported Decision Making)

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)**

District: 0000 – Test District

Name of Student: HOLLY JONES

Date of Birth: 06/20/2002

WSN: 1111111111

PTP ID: 39120

Meeting Date: 6/5/19

I. Meeting Attendance

HOLLY JONES attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for HOLLY JONES are based on an age-appropriate transition assessment.

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

This year Holly has attended the monthly Academic and Career Planning (ACP) advisory group activities. As a modification for the Career Cruising (Xello) Matchmaker her parents completed the [Self Directed Transition Planning Tool](#) on May 23, 2019. A [discovery process](#) was completed with Holly, her family, school staff, and community agencies the family is working with. Through this process these employment areas were generated: working in a nursery watering plants, working in a laundry pulling towels from a dryer with assistance. An informal transition assessment was also completed through observations within general education settings and activities. An informational interview with parents about Holly's home routines was done on May 15, 2019.

Measurable postsecondary goal in the area of education or training:

After high school, HOLLY JONES will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Holly will receive one on one support and personal care assistance to assist her with her job tasks. Holly will also need a customized tray attached to her wheelchair to complete the expected tasks of her career choice.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, HOLLY JONES will be employed in the field of Agriculture, Food & Natural Resources - Plant Systems - Nursery Worker.

Additional information relevant to this goal includes:

Through the discovery process and observations, Holly has shown an interest in outdoor and water based activities. As a Nursery Worker she would participate in watering plants.

Measurable postsecondary goal in the area of independent living skills:

After high school, HOLLY JONES will:
- advocate for her daily living needs with her personal care attendant

III. Annual Goals

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

- Holly will increase her work skills by completing her work related tasks with fading prompts
- Holly will accept 3 repetitive signs together hand over hand
- Holly will increase her expressive signs to 2 to 3 words for activities meaningful to her
- Holly will transition between activities throughout the day with an object schedule

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Work Readiness Social and Independent Living Skills Services for Home	Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)	2019-2020	Holly, school, family	
Work Readiness Social and Independent Living Skills Services for Home	Provide information to the student and family about adult long term care services and the process to apply for these services	2019-2020	Holly, family, school, Children's Long Term Support Case manager	
Work Readiness Social and Independent Living Skills Services for Community	Figure out supports needed for student to be safe in the community	2019-2020	Holly, school, family, Deaf and Blind Instructors	
Work-Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2019-2020	Holly, school	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	Holly, school, Deaf and Blind Instructors	
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act (ADA)	2019-2020	Holly, school, family	
Postsecondary and Higher Education Related Services		2019-2020		X
Job Exploration Counseling Services	Give student information about the Division of Vocational Rehabilitation (DVR)	2020-2021	Holly, family, school, Long Term Support	
Work-Based Learning Experiences	Provide systematic instruction to teach student to complete job tasks independently (job coaching)	2020-2021	School, Deaf and Blind Instructors	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2021-2022	Holly, family, school, Long Term Support	
Job Exploration Counseling Services	Teach student soft skills (e.g. - hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)	2021-2022	Holly, family, school	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development – may include customized employment)	2021-2022	Holly, family, school	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development – may include customized employment)	2022-2023	Holly, family, school, DVR	

Work Readiness Social and Independent Living Skills Services for Home	Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)	2022-2023	Holly, family, school, Long Term Support	
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Additional information related to transition services:

Holly and her family, school and long term support case manager will work collaboratively to complete the listed transition services. The IEP Team also discussed involving related service staff in the community to support Holly in her work related transition services.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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:

Holly has been eligible for Children's Long Term Supports since she was in early childhood. Holly's parents provided consent to invite her current Long Term Support Case Manager to be invited to the IEP meeting. At the meeting there was discussion about the eventual transitioning to Adult Long Term Support. The case manager shared that when Holly turns 17.5 they will begin this process. There was also discussion to apply to Division of Vocational Rehabilitation (DVR) to begin the process of summer employment and future supports.

VI. Course of Study

School Year	Course Name
2019-2020	Work Study, Transition Class, Independent Living, Transition Academics, Plants for Fun and Profit
2020-2021	Work Study, Transition Class, Transition Academics, Agriculture Independent Study Course (greenhouse)
2021-2022	Community Access (daily living skills, communication skills, recreation leisure skills) , Community Based Work Study
2022-2023	Community Access (daily living skills, communication skills, recreation leisure skills), Community Based Work Study

VII. Transfer of Rights

HOLLY JONES and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

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

The Children's Long Term Support Case Manager will be referring the family to the local ADRC at age 17.5 to begin the transition to Adult Long Term Care supports and will provide guidance in this process. They will also be working with the parents in the process of guardianship and supported decision making. The school provided a copy of the booklet ["Understanding Guardianships: A Handbook for Guardians"](#) (State Bar of Wisconsin) and [Supporting Individuals to Live Full Lives: Supported Decision Making and Other Alternatives to Guardianship](#) (BPDD Guide on Supported Decision Making).

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)**

Home Town, WI

**Name of Student: Tanner
WSN: 1111111111
Meeting Date: 9/13/2019**

**Date of Birth: 6/1/2000
PTP ID: 11961**

I. Meeting Attendance

Tanner attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for Tanner are based on an age-appropriate transition assessment.

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

Through the Academic Career Planning (ACP) process during his senior year Tanner created a portfolio which included a visual resume. He also completed a senior showcase of wind chimes for his senior art survey class.

Information from the monthly meetings with Tanner's family, staff, and his employment specialist were used to determine Tanner's education and employment goals and needed transition services. Tanner is part of these meetings. At these meetings, his employment specialist provides information from data on community work based learning sites that Tanner has chosen to participate in through informal picture inventories. Staff report on Tanner's performance in the area of daily living skills and community access. Parents bring information from family activities.

Tanner's art teacher is also part of Tanner's team. He reports on Tanner's skill development, his preferences and his production rates. He reported that Tanner has over the 4 years of Art classes always chosen clay to work with. Tanner loves putting pieces together and hearing the sounds. He also likes to give them to people once he is finished. The art teacher listed community artists that Tanner could work with now that he is leaving school art classes.

Measurable postsecondary goal in the area of education or training:

After high school, Tanner will learn how to set-up and operate his own pottery business through one to one training by a community specialist.

Additional information relevant to this goal includes:

Tanner is currently working with an employment specialist to begin this work. He will need direct support to start and maintain this business. He will need to make connections with local artists and organizations.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, Tanner will be employed in the field of Arts, Audio/Video Technology & Communications - Visual Arts - Craft Artist.

Additional information relevant to this goal includes:

Tanner will become an entrepreneur creating wind chimes and wall pockets through his own pottery business.

Measurable postsecondary goal in the area of independent living skills:

After high school, Tanner will:
- live at home or in a supported living environment. He will continue to receive community based instruction which will include meal preparation, grocery shopping and daily hygiene skills.

III. Annual Goals

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

- Tanner will increase his time on task with his art from 45 minutes to 60 minutes.
- Tanner will follow a “get ready for work” routine independently with 85% accuracy

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Take student on tours of local business	2019-2020	Student, Family, School, DVR	
Work Readiness Social and Independent Living Skills services for Community	Figure out supports needed for student to be safe in the community	2019-2020	Student, Family, School	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	Student, Family, School, Managed Care Case Manager	
Work Readiness Social and Independent Living Skills services for Home	Teach student about meal planning, healthy choices, grocery shopping and storing food safely	2019-2020	Student, Family School	
Work-Based Learning Experiences	Provide systematic instruction to teach student to complete job tasks independently (job coaching)	2020-2021	Student, School, DVR, Employment Agency	
Work Readiness Social and Independent Living Skills services for Community	Talk about and connect student with available community resources that match student interest (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	2020-2021	Student, School, Managed Care Case Manager	

Additional information related to transition services:

Tanner has an active case with Department of Vocational Rehabilitation (DVR) and has an Individual Plan for Employment (IPE) with them. Through this plan, he is currently working with an employment specialist to create his pottery business. He also has a case manager through a Managed Care Organization. The school, family, and agencies will work collaboratively to provide transition services for Tanner.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the 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:

DVR Counselor
Employment Specialist from Work First

Course of Study

School Year	Course Name
2019-2020	Community Based Instruction—daily living skills, job skills, transportation skills, Community access
2020-2021	Community Based Instruction-- daily living skills, job skills, transportation skills, Community access

Additional information related to course of study:

Tanner participated in social graduation ceremonies at his high school in June, 2019. He is continuing to receive services from the school district through a community based program. He will exit from the school district services at the end of the 2020-2021 school year.

VI. Transfer of Rights

Tanner and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

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

Tanner's and his parents have already gone through the process of reviewing guardianship options and have a plan in place.

College and Career Ready!



Resources on reverse side

- Student and Family Engagement
- Academic Career Plan and Age Appropriate Transition Assessments
- Education/Training Goals
- Employment Goals
- Independent Living Goals
- Pre Employment Transition Services
- Outside Agencies
- Course of Study

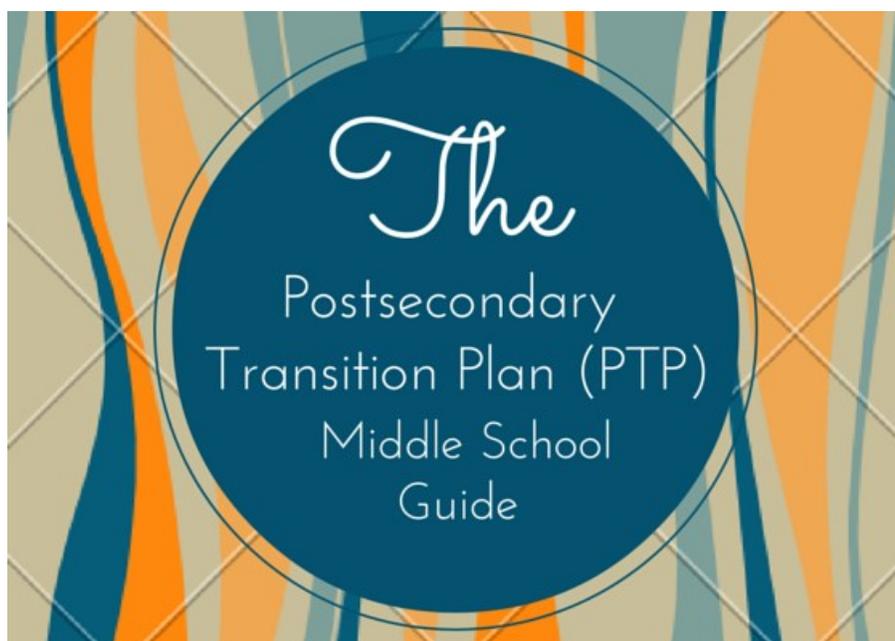
Setting Middle School Students Up for Graduation Success!

Did you know a student's risk of dropping out of high school can be tracked as early as 6th grade?

Dropping out is a process and not an event. There are many high leverage practices teachers can implement to set students up for success as early as middle school!

See the back side for practical tips and further information!

It Starts with YOU: Creating a Purposeful Postsecondary Transition Plan (PTP) for Middle School Students



"I have no idea what I want to do after high school!." Have you heard this before? This resource is designed specifically for middle school teachers to begin the transition process discussion. Walking students and parents through transition planning and thinking about life after high school, while attending middle school, can be overwhelming.

You are usually the first person to start the discussion on transition planning and set the stage for family and student engagement. You have the chance to make the **biggest impact** on their life after high school!

*"I cannot emphasize enough the importance of a good teacher."
Temple Grandin*

Interested in assessing your classroom transition practices? Contact your Regional TIG Coordinator today to learn more about the Transition Improvement Plan!

Did you know???

Compliant IEPs are more effective at preparing students for postsecondary education and training through transition assessment, strengths-based planning, interagency collaboration, and self-determination strategies.
Gaumer-Erickson et al., 2013

Revised 8/2020

Resources and Tips for Creating a Top Notch Middle School PTP

Engagement in Transition Planning

- Open the PTP Application during your meetings to encourage involvement from all parties.
- Get to know about and use the “Learn More” buttons in the PTP for a wealth of resources
- Encourage students and families to complete the [WI Transition APP](#) and share their report with you.
- Engage families in the discussion on transition EARLY! Host a transition planning event for families and school staff. Invite local agencies that can support youth with disabilities and their families through the transition planning process. [Parent/Youth Guide to the PTP](#)

Age Appropriate Transition Assessments

- Support participation in the [ACP](#) process for your students. Gather learning opportunities and assessments to inform the PTP.
- Use a variety of formal and informal age appropriate transition assessments that will help create a plan based on the preferences, interests, needs, and strengths of the student. Assessments can be completed by students, family members, outside agencies, and school staff in a timely manner prior to the IEP meeting. [Transition Assessment Live Binder](#)
- Include date, type of transition assessment(s) given, and a summary of the results in the additional information text box.

Education/Training Goal

- Based on the results of the transition assessment, identify the type of education or training the student would need to pursue AFTER high school to meet their employment goal.
- Based on the postsecondary goal, begin the discussion early about accommodations verses modifications and what assistive technology is required for equitable access to the curriculum.

Employment Goal

- Ask ALL students “What type of work would you like to do?” verses “Would you like to work?”
- Encourage your students to review their ACP and Assessments to help identify their top choices for careers. This is a great way to help identify an employment goal and allows students to make informed career choices.
- Engage students in Career and Technical Education (CTE) opportunities and work experiences (i.e. classroom business, volunteerism, soft skills instruction). Research supports a direct correlation to increased graduation rates and postschool outcome success.

Independent Living Goal

- Identify areas students may need support in for the adult world. For example, social communication, self-advocacy, organization, and time management.
- If you question if an Independent Living Goal is appropriate, think about ways to assess if a student would benefit from an Independent Living Goal. [Determining the Need for an Independent Living Goal](#) OR [Developing Meaningful IL Goals](#)

Transition Services and Self-Advocacy

- Encourage student involvement and attendance at the IEP meeting through the College and Career Self Directed IEP Tool and [I'm Determined Template for Student-Led IEP](#)
- Review [Pre Employment Transition Services](#) with students and families to identify a team approach.
- Complete an overview of the [Self-Advocacy Suite in Wisconsin](#) to find a fit for your students and classroom.
- Invite a high school representative to the 8th grade transition IEP meeting. This educator or school counselor can help identify transition services for the 9th grade year.

Outside Agencies

- Consider any outside agencies that a student may need now or in the future. [Entire Opening Doors Series](#)

Course of Study

- Encourage students to participate in all school and community opportunities to explore possible careers.
- Engage school counselors in the Course of Study discussion. Creating a multi-year plan in the PTP is effective practice.

Dropout Prevention and Increasing Graduation Rates

Across the United States, almost 7,000 high school students drop out of school each day.

- Watch the [Frontline Support Group Video-Middle School Moment](#)
- Review the [Dropout Early Warning System \(DEWS\)](#) from the Department of Public Instruction. How to access DEWS [handout](#).

Click on the icons below to view a sample best practice middle school PTP:



INDIVIDUALIZED EDUCATION PROGRAM: POSTSECONDARY TRANSITION PLAN

FORM I-8 (Rev. 5/13)

District: 0840 – Sample School

District: Sample

Name of Student: CARLOS MINE

WSN: 0000000000

Meeting Date: 2/18/2019

Date of Birth: 05/08/2005

PTP ID: 4030

I. Meeting Attendance

CARLOS MINE attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for CARLOS MINE are based on an age-appropriate transition assessment. The IEP Team reported the following methods and/or results of the transition assessment:

Academic Career Plan/Xello:

Carlos completed the Matchmaker activities in Xello through the Academic Career Plan lessons in January 2019 in his 7th grade general education homeroom. Carlos' matchmaker had suggested careers of: Mechanic and Engineer. Carlos also participated in a job shadow at his uncle's car dealership on the school job shadow day. He said that he would like to find a job when he is in high school, he expressed interest in working at an auto garage.

Learning Styles Assessment:

Carlos completed the [C.I.T.E. Learning Styles Inventory](#) and found that he is an Auditory/Visual/Kinesthetic learner and learns best through experiences. Carlos said that he would like to participate in a postsecondary schooling program that allows him "hands on" experiences.

Carlos participated in an informational interview with his Case Manager in January 2019

Carlos would like to own a home someday and eventually open his own auto service shop. He has also explored careers through a job shadow at his uncle's car dealership and at the school's career exploration days.

A health care assessment and review of medical records were completed through the local long-term support agency, family and school nurse. It was determined that Carlos would benefit from additional instruction in medical self-care to increase his medical independence to live with his diabetes.

Parent Engagement Survey:

Carlos's parents completed the [NEW Parent Transition Survey in Spanish](#) in January 2019 to learn more about the preferences and thoughts they have regarding Carlos' future. They would like to see him attend college and have a happy life someday away from home. However, his parents do still worry about his medical care.

Measurable postsecondary goal in the area of education or training:

After high school, CARLOS MINE will attend a technical/community college and earn an associate's degree, diploma, or certificate.

Additional information relevant to this goal includes:

Carlos has expressed an interest in mechanics. He is also interested in becoming a personal trainer. Carlos has expressed an interest in learning in a "hands on" way.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, CARLOS MINE will be employed in the field of Science, Technology, Engineering & Mathematics - Science and Math - Automotive Service Technician & Mechanic.

Additional information relevant to this goal includes:

Carlos likes to help at his uncle’s auto garage and knows a great deal about cars. Carlos and his dad work together on the family truck. Carlos continues to show a strong interest in the time spent in this activity. Carlos's parents have expressed strong concerns regarding Carlos's current health condition and safety around machinery and in the auto mechanic career field.

Measurable postsecondary goal in the area of independent living skills:

After high school, CARLOS MINE will:

- maintain his health and fitness to control his diabetes independently.
- learn about and manage the required medication to control his diabetes.

I. Annual Goals

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

- Carlos will create a written snapshot for disclosing any health related concerns to the appropriate people in the community.
- Carlos will increase his skills in self-management of his diabetes as outlined in his individualized health care plan. This will be evidenced by monitoring and calculating his daily calories with 80% accuracy.
- Carlos will demonstrate self-advocacy skills by checking that meal items at lunch or during classroom food labs meet his dietary needs as evidenced by a completed food journal.
- Carlos will demonstrate self-advocacy skills by asking for needed supports for blood glucose monitoring, insulin storage and treatment.

I. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Work Readiness Social and Independent Living Skills Services for Home	Teach student communication skills (phone, email, social media)	2018-2019	Carlos, parents, school staff	
Work Readiness Social and Independent Living Skills Services for Home	Teacher student about meal planning, healthy choices, grocery shopping, and storing food safely.	2018-2019	Carlos, parents and school staff	
Job Exploration Counseling Services	Determine student’s skills and strengths related to work	2018-2019	Carlos and school staff	
Work Readiness Social and Independent Living Skills Services for Home	Teach student about any medications she/he is taking.	2019-2020	Carlos, parents	
Work Readiness Social and Independent Living Skills Services for Community	Figure out supports needed for student to be safe in the community	2019-2020	Carlos, parents, school staff	
Job Exploration and Counseling Services	Support student to explore career interests (Academic Career Planning (ACP))	2019-2020	Carlos, parents and school staff	
Post-Secondary and Higher Education Related Services		2019-2020		X
Work Based Learning Experiences	Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)	2019-2020	Carlos, school staff	
Work Readiness Social and Independent Living Skills Services for Community	Teach safety skills based on assessment (street crossing, strangers, emergencies)	2020-2021	Carlos, parents, and school staff	
Work Based Learning Experiences	Support to student to gather information needed for a job (social security card, address, birth certificate, state id, or drivers’ license, and work permit if under 16	2020-2021	Carlos and school staff	

Additional information related to transition services:

Carlos has expressed an interest in working in the fitness area or a mechanic. The team chose these transition services due to his diabetic care along with a possible career goal.

Additionally, Carlos would like to job shadow the athletic trainer used by the school as well as a local auto mechanic besides his uncle.

Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency likely to provide or pay for transition services during the term of this IEP. Representatives of the outside agency were invited to the meeting with the parent (or adult student) permission. The agency(ies) and/or agency representatives(s) invited to the IEP team meeting included:

A Wisconsin family advocacy group came with the family as a Spanish speaking advocate to assist the family.

II. Course of Study

School Year	Course Name
2018-2019	Language Arts 7, Pre-Algebra, Foods Class, Intro to Technology Arts, PE, Basic Science, General Social Studies
2019-2020	Science, Algebra, Health, PE, Food and Society, Intro to Manufacturing, Social Studies, Language Arts 8
2020-2021	Geometry, Biology, English 9, PE, Consumer Auto Home, Teen Cuisine, Geography, Auto 1

I. Transfer of Rights

CARLOS MINE will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him at age 18.

INDIVIDUALIZED EDUCATION PROGRAM:**TRANSITION SERVICES**

FORM I-8 (Rev. 5/12)

District: Sample School**Name of Student: LADISHA TUCKER****WSN: 1111111111****Meeting Date: 2/25/2019****Date of Birth: 1/13/2005****PTP ID: 6622****I. Meeting Attendance**

LADISHA TUCKER attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for LADISHA TUCKER are based on an age-appropriate transition assessment.

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

Academic Career Plan (ACP)

Ladisha is in 7th grade. She participated in the Matchmaker activities through Xello in a small group of students through the district ACP process. The Matchmaker indicated that Ladisha has a strong aptitude for Nursing. Ladisha watched the nursing interviews with a group of students also interested in that field and also went on a job tour at the local hospital and nursing home. The students had the opportunity to meet with: a CNA, a Registered Nurse, and a Nurse Practitioner. Ladisha indicated that she was interested in working at a hospital setting, however would like to learn more about the careers of Registered Nurse and Nurse Practitioner.

Strengths Finder:

Ladisha participated in a strengths finder assessment in January 2019 [Find Your Strengths](#). She discovered that she is interested in helping people and has a genuine concern for others. Ladisha is able to multi-task with supports and enjoys the social aspect of working in groups. Ladisha understands the difference between right and wrong, asks for help when necessary, and is very aware of the rules in place when making a decision. She has been to work with her aunt who is a Registered Nurse and is interested in eventually volunteering in a hospital setting. Ladisha's favorite classes are Math and General Science.

Measurable postsecondary goal in the area of education or training:

After high school, LADISHA TUCKER will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes:

Ladisha would like to learn more about the Nursing Program at University of Wisconsin Milwaukee and University of Wisconsin Oshkosh. The school counselor, Mrs. Future, shared in the IEP meeting about how these two schools have programs in Ladisha's area of interest.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, LADISHA TUCKER will be employed in the field of Health Science - Therapeutic Services – Nurse Practitioner.

Measurable postsecondary goal in the area of independent living skills:

After high school, LADISHA TUCKER will:
- schedule and attend her doctor's appointments every 6 months to maintain her medication for ADHD.

III. Annual Goals

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

- Ladisha will stay on task and complete assigned tasks with only one adult prompt per class period.
- Ladisha will organize her homework binder and turn in completed work at the end of every day during check out without adult prompts.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party
Instruction in Self-Advocacy	Teach student the skills to speak up for her/himself at school, work, and in the community	2018-2019	Student, Family, and case manager
Work Readiness Social and Independent Living Skills Services for Home.	Teach student how to keep a calendar/schedule and manage time.	2018-2019	Student, School, and Family
Work Based Learning Experiences	Support student volunteering in the community	2019-2020	Student, Family, and school counselor
Work Readiness Social and Independent Living Skills Services for Community	Teach student to use public transportation	2019-2020	Student and Family
Job Exploration Counseling Services	Teach student soft skills (e.g.-hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)	2019-2020	Student, case manager
Work Readiness Social and Independent Living Skills Services for Home	Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)	2019-2020	Student and Family
Instruction in Self Advocacy	Teach student the skills to speak up for her/himself at school, work, and in the community	2019-2020	Student and Case Manager
Instruction in Self Advocacy	Support student to learn to keep her/himself mentally healthv	2019-2020	Student, Family, and School
Work-Based Learning Experiences	Talk to student about how to discuss her/his disability with a boss.	2019-2020	Student, Family, Special Education Case Manager, School Counselor

Participation of Outside Agencies Likely to Provide or Pay for Transition Services

It was determined that no outside agency will provide or pay for transition services at this time

V. Course of Study

School Year	Course Name
2018-2019	Pre-Algebra, Phy Ed, Art, Life Science, Language Arts 7, Social Studies, Music/Band, A C P Homeroom, Health 7
2019-2020	Algebra, Phy Ed, Art, Music/Band, Language Arts 8, WI History, Earth Science, Homeroom, Media
2020-2021	English 9, Geometry, World History, Biology, Study Skills, Spanish 1, Art History, Phy Ed.

VI. Transfer of Rights

LADISHA TUCKER will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him/her at age 18.

INDIVIDUALIZED EDUCATION PROGRAM: POSTSECONDARY TRANSITION PLAN FORM I-8 (Rev. 5/13)**DRAFT: Sample****District: 3456 – Sample School High School****Name of Student: LADISHA****Date of Birth: 01/13/2005****WISEid: 1641601684****PTP ID: 5438****Meeting Date: 02/20/2020****I. Meeting Attendance**

LADISHA attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for LADISHA are based on an age-appropriate transition assessment.

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

On 9/9/2019 Ladisha continues to have an interest in the area of nursing. She is interested in helping people and has a genuine concern for others. There is some concern about the academic work load at a 4 year college so Ladisha completed the [Guide to Assessing College Readiness](#) and learned that she scored lower in the academic skills areas specific to reading and amount. Ladisha is able to multi-task and enjoys the social aspect of meeting new people. Ladisha notices when a problem arises, asks questions when necessary, and is very aware of the rules in place when making a decision. She has been to work with her aunt who is a Registered Nurse and enjoys helping transport patients to their appointments. Ladisha's favorite classes are Math and Psychology. Ladisha wants to attend a two-year technical college for an Associate Degree in Licensed Practical Nursing.

Measurable postsecondary goal in the area of education or training:

After high school, LADISHA will attend a technical/community college and earn an associate's degree, diploma, or certificate.

Additional information relevant to this goal includes:

Ladisha will attend the Fox Valley Technical College in Appleton, WI.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, LADISHA will be employed in the field of Health Science - Therapeutic Services - Licensed Practical & Licensed Vocational Nurse.

Measurable postsecondary goal in the area of independent living skills:

After high school, LADISHA will:

- live in the dorms on campus with a roommate and utilize public transportation to navigate the community.

III. Annual Goals

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

- Ladisha will use self-monitoring strategies to support comprehension for expository text.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Instruction in Self-Advocacy	Provide opportunities for the student to run their own IEP/PTP meetings	2020-21	Student, School	
Postsecondary and Higher Education Related Services	Discuss college requirements and options with student, family, and school counselor	2020-21	Student, School, Family	
Postsecondary and Higher Education Related Services	Set up student meeting with the school counselor to talk about college and job training options	2021-22	Student, School, Family	
Job Exploration Counseling Services	Teach student about disability disclosure and employment rights	2021-22	Student, School	
Instruction in Self-Advocacy	Review and discuss strengths, challenges, and accommodation needs in community, college, and employment areas with student	2021-22	Student, School, Family	
Job Exploration Counseling Services	Help student complete Division of Vocational Rehabilitation (DVR) application	2022-23	Student, School, Family	
Job Exploration Counseling Services	Help student with resume, job applications, cover letters (can include visual resume)	2022-23	Student, School, DVR	
Postsecondary and Higher Education Related Services	Provide student opportunities to practice taking the college entrance exams (ACT, Compass)	2022-23	Student, School, Family	
Postsecondary and Higher Education Related Services	Support student to apply for accommodations for the college entrance exams	2022-23	Student, School	
Postsecondary and Higher Education Related Services	Talk to student, family, and school counselor about applying for financial aid for college	2023-24	Student, School, Family	
Work-Based Learning Experiences	Support student to have an internship/youth apprenticeship (school year or summer)	2023-24	Student, School, Family, DVR	

Additional information related to transition services:

Ladisha is a freshman in high school that plans to attend a 2 year technical school. Many of the services and activities that have been identified to help Ladisha prepare for the next step after high school will be on-going activities that may not be mastered in one school year. This plan will be reviewed annually and changed based on Ladisha's progress. Ladisha and her family intend to apply for DVR during her junior year to see if employment supports are necessary for Ladisha to successfully find and keep a job in the nursing field and to reach her employment goal of becoming a CNA in high school. The DVR counselor will be invited to Ladisha's IEP meetings beginning junior year.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is not likely to provide or pay for transition services during the term of this IEP.

VI. Course of Study

School Year	Course Name
2020-21	Algebra 2, English 9, Biology, Art, World History, Physical Education, Health
2021-22	Geometry, Chemistry, English 10, Health Careers, Physical Education, US History, Computer Applications, Spanish 1, Psychology
2022-23	Medical Terminology, English 11, Spanish 2, Algebra 2, Physics, American Government, Art, Physical Education
2023-24	English 12, Health Occupations 2, Language of Medicine, Speech, Statistics, Economics, Financial Literacy, Youth Apprenticeship

Additional information related to course of study:

Ladisha plans to take CTE courses that are offered during her senior year. These may change based on what is offered and her options will be reviewed annually with the school counselor to make sure she is taking as many nursing courses as possible to prepare for college and her future career.

VII. Transfer of Rights

LADISHA will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him/her at age 18.

Ingredients for Successful IEP Transition Planning

Postsecondary Transition Plan (PTP)

Wisconsin state law requires transition plans to be part of the Individualized Education Plan (IEP) for all students with disabilities aged 14 and above. The Postsecondary Transition Plan (PTP) is the online application used to help prepare students for life after high school.

According to the National Predictors of Post School Success, students who had a job at the time of high school exit were 5.1 times more likely to be engaged in post-school employment. (Rabren et al., 2002)

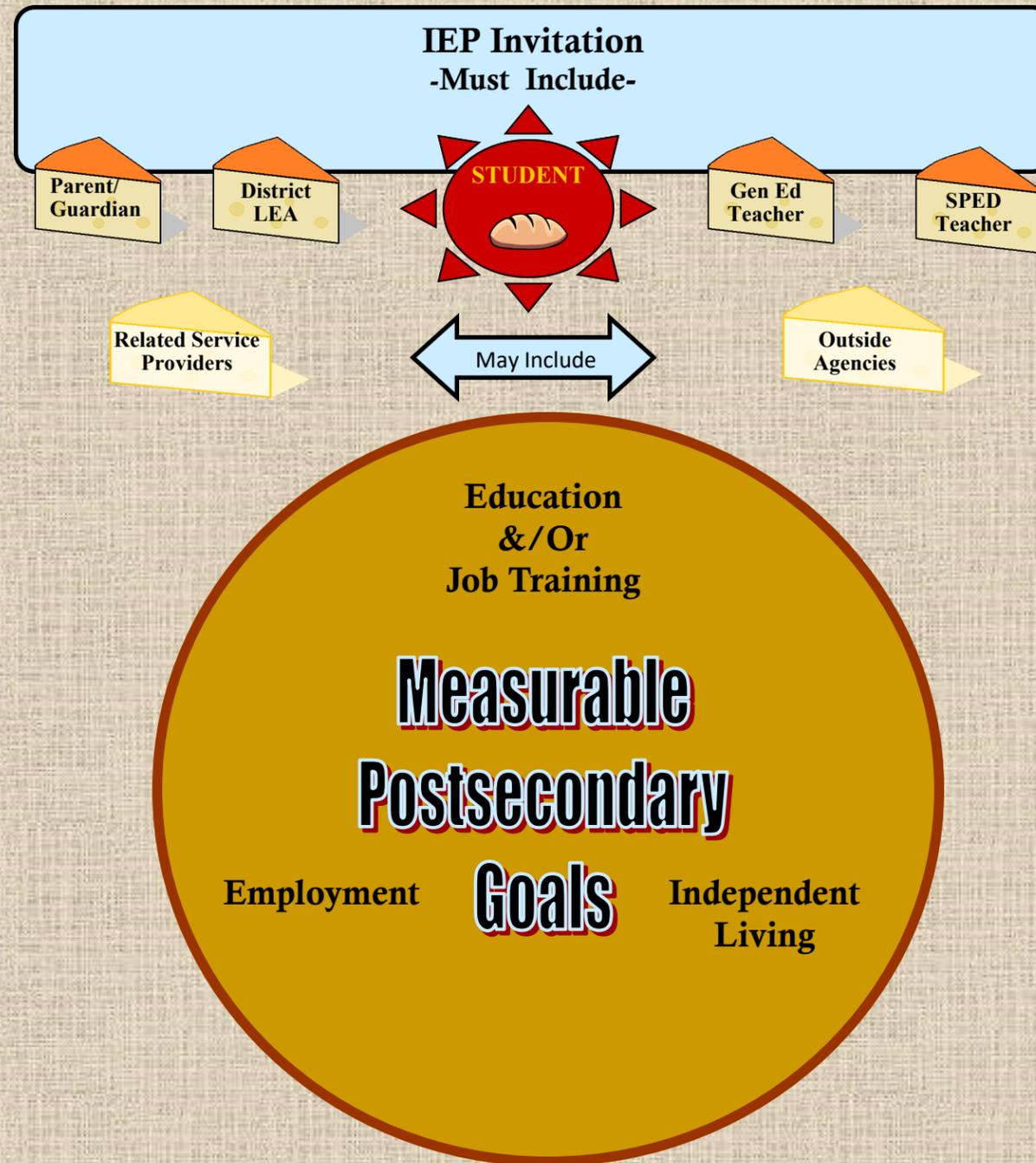
Family Engagement During Transition Benefits Students by Supporting Them to:

- ◆ Maintain a high quality of life
- ◆ Obtain and keep meaningful employment and enjoy job satisfaction
- ◆ Seize opportunities to make choices and self-direct their own lives
- ◆ Focus on independent living skills

(Let's Get to Work, BPDD)



The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.



Transition Services & WIOA Pre-ETS

1. Job Exploration Counseling Services
2. Work-Based Learning Experiences
3. Postsecondary and Higher Education Related Services
4. Social and Independent Living Skills Services for Home
5. Social and Independent Living Skills Services for Community
6. Instruction in Self-Advocacy

Course of Study
(Multi-Year Planning)

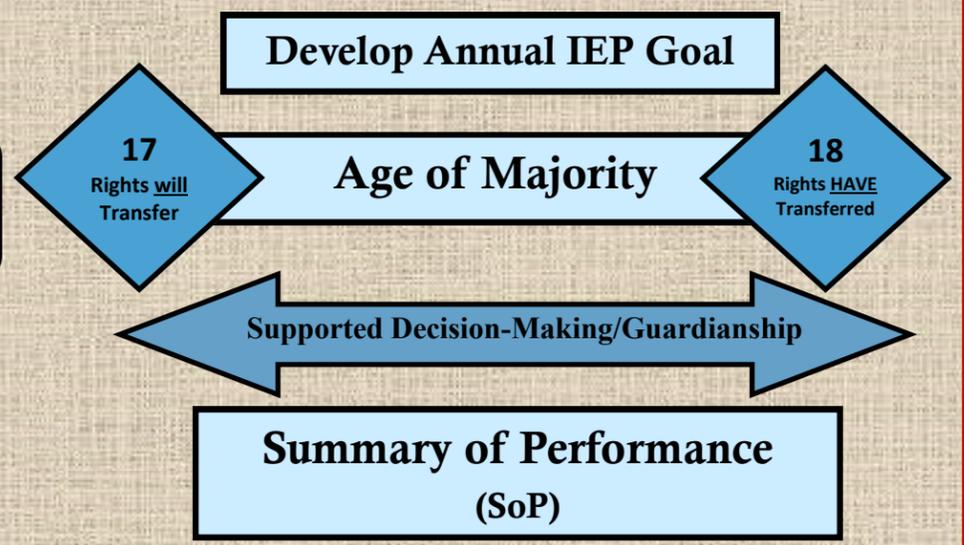
- Middle School (Age 14)
- Freshman
- Sophomore
- Junior
- Senior
- 18 - 21 Programming

Age Appropriate Transition Assessment
Preferences/Interests/Needs/Strengths

www.WiTransition.com

WISCONSIN'S SELF-DIRECTED
TRANSITION PLANNING
LESSON PLANS
PTP/IEP/SOP

<https://tinyurl.com/TIGlessonplans>



TRANSITION ACTIVITIES AS STUDENTS ADVANCE THROUGH HIGH SCHOOL



Age 14-15

- Complete career inventories and assessments
- Identify interest and skills
- Visit school counselor for assistance with career exploration, planning, and resources
- Talk to adults about what they do for work/ Job shadow with parents, family, and/or friends
- Interview a family member about their first job
- Identify and meet with people from a wide range of careers
- Tour businesses to see what kind of work they do and what jobs they offer
- Participate in any career exploration/preparation classes offered by high school
- Practice completing job applications, resume development (written or video), and interviewing skills
- Learn about resources and make connections within the community, such as with your local job center
- Volunteer in the community and/or participate in school jobs
- Obtain a job in the community
- Explore postsecondary education and training options related to your career interests
- Familiarize yourself with the Transition Action Guide (TAG) to learn about transition planning and agencies
- Develop Postsecondary Transition Plan (PTP) annually
- Develop communication skills, social skills, and self-advocacy skills
- Review the DPI Opening Door Series
- Participate in extracurricular activities and school clubs
- Complete the WiTransition App
- Create a student specific community asset map
- Learn about your disability
- Attend your IEP and explore Student led platforms
- Practice Independence, assess independent living skills

Age 16-17

- Review list from Age 14-15
- Participate in career and technical education (CTE) programs within your high school as available (academic, leadership and work-based learning)
- Participate in Youth Apprenticeship and/or obtain Employability Skills Certification
- Explore/visit postsecondary education and training options and speak with their disability resource center
- Participate in paid work experiences in the community
- Apply for DVR at least two years prior to leaving school (e.g. age 16 if graduating at age 18; age 19 if graduating at age 21)
- Obtain work incentives benefits counseling, as appropriate
- Contact your local Aging and Disability Resource Center (ADRC) for disability related resources
- Continue to develop self-advocacy skills including explaining what accommodations /modifications you may need
- Develop transportation strategies (e.g. driver's license, independent travel skills training, public or paratransit)
- Apply for a state ID if you do not have a driver's license
- Establish graduation date and plan
- Discuss transfer of rights and options to guardianship if needed (i.e.. Release forms, Supported Decision Making, Representative Payee, Power of Attorney and Limited or full guardianship)
- Create a Community Resource Map
- Map out school opportunities and activities
- Volunteer
- Attend Career and College Fairs
- Create a resume, visual or paper
- Practice Interviewing skills
- Take a financial literacy course such as, Skill to Pay the Bills
- Explore Health and Wellness
- Fill out forms- applications, personal ID

Age 18-21

- Review list from Age 16-17
- Participate in career and technical education (CTE) programs within your high school as available (academic, leadership and work-based learning)
- Obtain competitive integrated employment
- Participate in postsecondary education and training options at your high school, technical college or university
- Apply for DVR at least two years prior to leaving school (e.g. age 19 if graduating at age 21)
- Obtain work incentives benefits counseling, as appropriate
- Contact your local ADRC for disability related resources, including long-term care services and supports
- Increase Self-Advocacy/Self-Determination skills
- Explore self-directed personal assistance services if needed
- Practice independent living such as: safety, social skills, etc.
- Increase mobility in the community
- Explore leisure and recreation activities in your community
- Set up a bank account
- Review What you Should Know About Wisconsin Law-Legal Rights and Responsibilities
- Explore voting rights in Wisconsin
- Explore housing and Independent living options
- Create a personalized community map specific to you- hobbies, Dr, Dentist, favorite places to eat, shop and recreate
- Continue to reflect on individualized transition plan and edit as plan evolves
- Strengthen social thinking skills
- Update resume and requesting resources
- Practice safety at home and in community
- Managing medications
- Practice meal planning and eating healthy
- Discuss how to develop healthy relationships

Transition Planning for Families



The postsecondary transition planning process can feel overwhelming unless you know what agencies are available to support your child, where to get the help you need, and have a solid transition plan in place with your child's school. It is important to begin to think and plan for life after high school as early as possible.

How do you find out about adult service agencies?

There are a number of ways to find adult service agencies:

- The Transition Improvement Grant (TIG) website Transition Partnerships: <https://witig.org/transition-partners/>
- Contact your county Aging and Disability Resource Center (ADRC): <http://www.dhs.wisconsin.gov/adrc/>
- Call the statewide United Way 211 number for help in getting contact information for agencies that serve your community.
- Attend transition activities such as fairs, workshops, and conferences offered through your school or other agencies.
- Contact Independent Living Centers (ILC): <http://www.dhs.wisconsin.gov/disabilities/physical/ilcs.htm>.

How and when do I contact adult service agencies?

- Contact your local Division of Vocational Rehabilitation (DVR) office two years prior to your child's graduation/exit from high school to complete a referral.
- Contact your local ADRC office when your child is 17 years 6 months for assistance with long term care options, supported decision making, or guardianship.
- Consider other adult agencies that can assist your child in meeting their future goals.
- While your child is still in school, discuss with these agencies the next steps to consider when preparing for transition.

How are adult service agencies involved in the IEP team meeting?

- You may invite adult service agency personnel to your IEP team meeting.
- With your written consent, the school has a responsibility to invite any agency representative to the IEP meeting that is likely to be responsible for providing or paying for adult transition services during that IEP year.
- It is better to talk to adult service agency providers well before the IEP meeting so that you have the information you need to make informed choices during the IEP meeting.
- Having all support team members at the table ensures that all plans are consistent.

What adult service agencies might be involved in transition planning?

For Roles and Responsibilities of adult agency partners see the Transition Action Guide for Post School Planning:

<https://www.dwd.wi.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

Adult Community Services	Aging and Disability Resources Centers (ADRC's)
Managed Care Organizations (MCOs)	Family Care
IRIS (Include, Respect, I Self-Direct)	Department of Health Services
Department of Social Services	Children's Long Term Services
Social Security	Division Vocational Rehabilitation
Job Centers	Independent Living Centers
Private Agencies	Technical Colleges and Universities in Wisconsin

For more information regarding adult services visit **Opening Doors: A Guide to Adult Services:**

<https://www.witig.org/opening-doors-3.html>

Access a Transition Improvement Grant (TIG) Coordinator

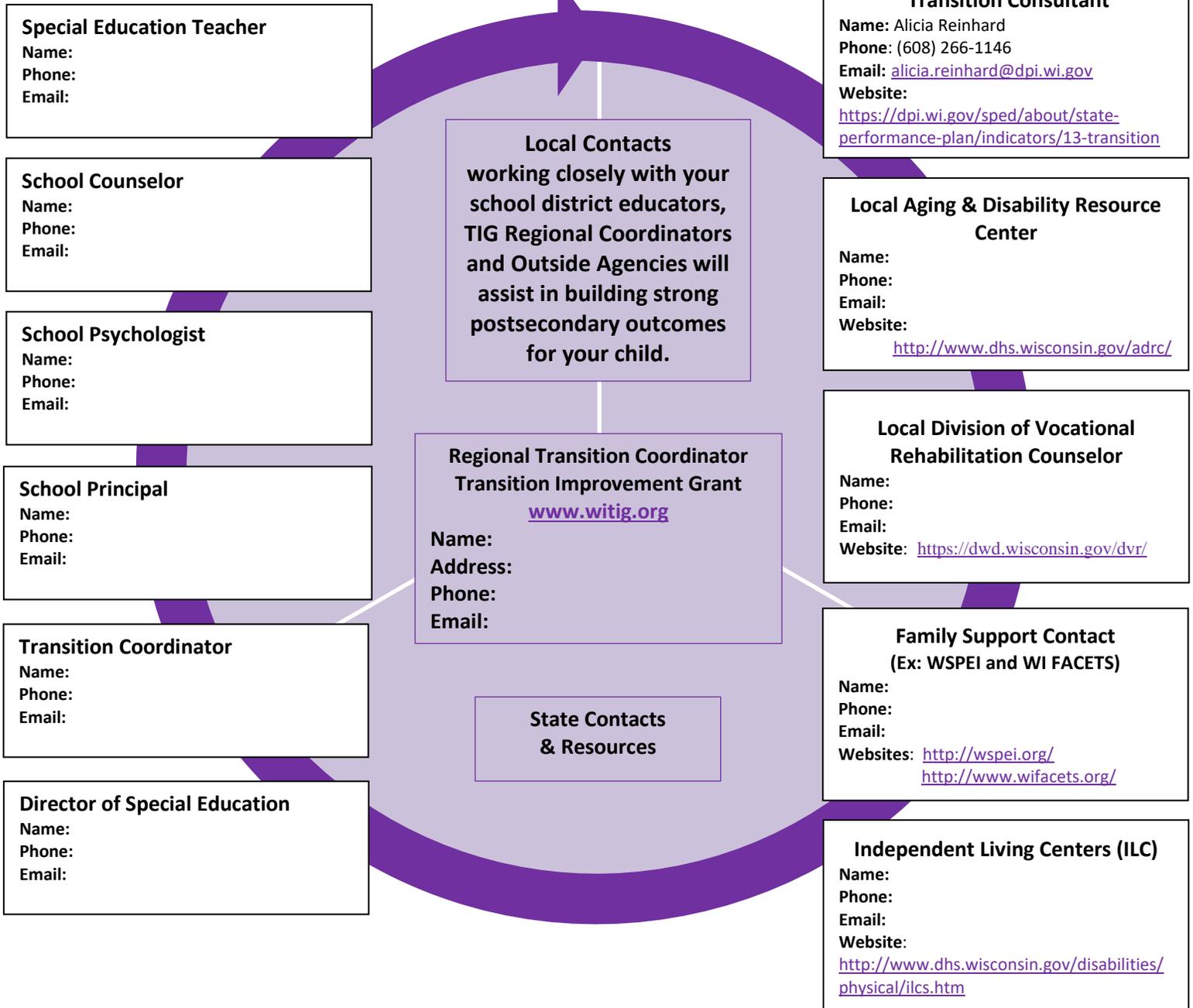
A listing of the TIG Coordinators can be found at <https://witig.org/contact/>. Our services are available at no cost to educators, families, youth and transition stakeholders. An electronic version of this form can be found by searching the term "Transition Planning for Families" at <https://www.witig.org/resource-link.html?id=31432>

Transition Planning for Families

Options Available if You Need Assistance with Postsecondary Transition Planning

Student Name

Who Can I Talk To?



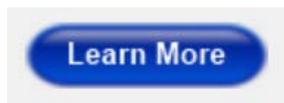
TIG information can be found at www.witig.org. For more information on the transition planning process through the Postsecondary Transition Plan (PTP), visit <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>.

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Section 3: The PTP - An Overview

Learn More

The PTP steps are filled with valuable information that can enhance your transition plan development. One of these resources embedded within the application are the Learn More buttons. Here you will find procedural compliance, a best practice vision along with additional resources.

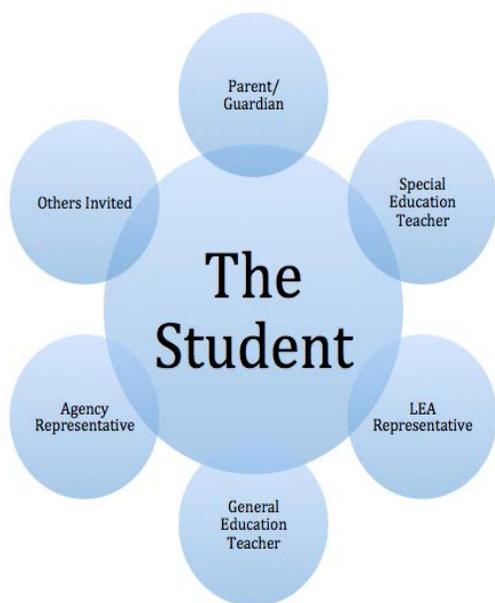


Student IEP PTP Participation Preparation and IEP Invitation

We need students to be at the heart of their IEP meeting! The IEP team consists of several members. Students are encouraged to participate in selecting and inviting team members. The charts below may be used to prepare for the IEP team meeting. Students can contribute to introductions, discuss what they like about school and what is hard about school, and inform members of the IEP team about their future goals and the help they need at any age. By 14, they are required to be invited to their IEP meeting and those goals need to be reviewed yearly as they will likely change often.

Preparing for the Transition Plan

There are many members of the transition planning/IEP team, but the process is centered on the **student**.



Required IEP Team Members

The Student - At age 14, the student *must* be invited to each IEP meeting where transition will be discussed. The transition IEP is focused on the student's vision and dreams for his or her future. The student brings these ideas to the meeting.

Family/Legal Guardians - Parents and legal guardians are members of the IEP team and are required to be invited to IEP team meetings until the student is 18 years of age. If students 18 and older give the school their signed, written permission, parents and legal guardians may continue to attend the IEP team meetings and the school will continue to send them notices of upcoming meetings.

Special Education Teacher - The special education teacher makes sure all the appropriate planning elements are addressed. This teacher also works with the student at school to help determine appropriate goals and transition services.

Local Education Agency (LEA) Representative (e.g., principal, director of special education, or other designee) - This person can allocate resources on behalf of the school district. The LEA representative may serve more than one role on the IEP team.

General Education Teacher - The general education teacher can provide information about the student's strengths and challenges in the classroom compared to non-disabled peers, and can also help evaluate the effectiveness of classroom modifications and accommodations.

Other Possible IEP Team Members:

- School Counselors to discuss graduation requirements, the Academic and Career Plan (ACP), Course of Study planning, and the range of postsecondary options.
- School Psychologist can interpret and explain the educational implication(s) of assessments and evaluations that have been completed with the student.
- Persons with knowledge of the student, including school friends or classmates, paraprofessionals or therapists (physical, occupational, speech, etc.).
- Agency representatives. Students or parents may invite adult services representatives from outside agencies to the IEP meeting. It is also the school's legal responsibility to invite representatives from outside agencies that are likely to be responsible for providing or paying for transition services. The student (if age 18 or older) or parent must give written consent to invite outside agency representatives. The representatives will explain the services their agency provides. Refer to *Opening Doors A Guide to Adult Services* ([English](#)) ([Spanish](#)) for possible agencies and supports that may be appropriate.

Considering using the [Wisconsin Transition Planning App](#) to best engage students in their transition planning process.

ITIG Student IEP/PTP Participation Preparation and IEP Invitation Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[WiTransition App Paper Version](#)

[Transición versión en papel - WiTransition App Paper Version - Spanish](#)

[WiTransition App Postcard](#)

[App WITransición - WiTransition App Postcard - Spanish](#)

[Learn More Buttons: PTP Content](#)



TIG

Transition Improvement Grant

Resources



DRAFT WiTransition Paper Version

1. After high school I want: **(choose all that apply)**
 - More education / job training
 - A job
 - To live on my own
2. Right now I am:
 - 13, 14 or 15 years old
 - 16 years old or older
3. I am in:
 - 6th grade
 - 7th grade
 - 8th grade
 - 9th grade
 - 10th grade
 - 11th grade
 - 12th grade
 - 12th+ grade
4. I have a written IEP:
 - Yes
 - No
 - Not sure
5. I attend my IEP meetings:
 - Yes
 - No
 - Not sure
6. I share ideas and participate in my IEP meetings?
 - Yes
 - No
7. ***This is a required field*** What kind of job do you want after high school? (please describe)
 - _____
 - _____
8. Classes I'm good at or would like to take: (choose all that apply)
 - Science
 - Math
 - English
 - Social Studies
 - Psychology
 - Auto Mechanics
 - Art
 - Business
 - Foods
 - Physical Education
 - Agriculture



DRAFT WiTransition Paper Version

- Technology Classes
 - Music
 - Other (please list specific classes) _____
9. I am interested in information for jobs in the following career clusters (choose all that apply)
- Agriculture, Food & Natural Resources
 - Architecture & Construction
 - Arts, Audio/Video Technology & Communications
 - Business Management & Administration
 - Education & Training
 - Finance
 - Government & Public Administration
 - Health Science
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections & Security
 - Manufacturing
 - Marketing
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics
10. After high school, I want to work (can select both)
- Full time
 - Part time
11. Do you have concerns about working full-time?
- Yes
 - No
 - Not sure
12. Skills I'm good at: (ex: organization, working with people, hands on learner, etc.)
- (please describe)
- _____
- _____
13. I want to continue my education or job training by attending (choose all that apply)
- Attend a technical/community college and earn an associate degree, diploma or certificate
 - i. (please list details) _____
 - Attend a 2-year university/college
 - i. (please list details) _____
 - Attend a 4-year college or university and earn an undergraduate degree
 - i. (please list details) _____
 - Attend a short-term certification program
 - i. (please list details) _____
 - Receive on-the-job training (including apprenticeship)
 - i. (please list details) _____



DRAFT WiTransition Paper Version

- Participate in a humanitarian program, eg. Peace Corps, Americorps, etc.
 - i. (please list details) _____
- Enlist in the military
 - i. (please list details) _____
- Other
 - i. (please list details) _____

14. I want to study:

- (fields of study) _____

15. I may need help in the following areas to prepare for my future education or job training

(choose all that apply):

- My classroom accommodation/modification needs
- Disability rights and how they change for college and jobs
- High school class selection
- Assistive technology needs for classes
- Learning and study skills support
- High school classes to earn college credit
- College tours
- Finding paperwork needed to meet with college disability services
- My formal test accommodations and review of results
- Prepare for entrance exams
- Support with applying for financial aid
- Accessing college options while in high school
- Talking to my teachers about my disability
- Learning more about my strengths and becoming self-aware
- Leading and being involved in my IEP
- Finding out how I learn best

16. I think I will need the following accommodations and/or modifications **(choose all that apply):**

- Extended time for tests
- Extended time for assignments
- Taking tests in alternate environment
- Braille options
- Recorded textbooks
- Study skills support
- Interpreter
- Large print
- Preferential seating
- Notes prior to class/note taker
- Additional time to learn new tasks
- Use of assistive technology
- Tests read



DRAFT WiTransition Paper Version

Other (please list) _____

17. Due to my disability, I think I will need some help to be successful at a job:

- Yes
- No
- Not sure

18. I think I may need **(choose all that apply)**:

- Frequent breaks
- Bigger computer screen
- Assistive technology
- Ability to sit and stand as needed
- Job coach (help learning the job)
- Additional time to learn new tasks

- Other (please list) _____

19. I need help with the following areas to prepare for work **(choose all that apply)**:

- Career surveys
- School to work classes
- Meet with Division of Vocational Rehabilitation and/or complete referral
- Job applications
- Interviewing skills
- Career transition fair
- Understanding my benefits
- Explain disability
- Learn skills needed to get and keep a job
- Job shadowing and career exploration
- School work study programs
- Armed Services Vocational Aptitude Battery (ASVAB)
- Visit job training programs
- School based jobs
- Getting a work permit
- Paid work experience and/or summer work experience
- Job coaching and supports
- Assistive technology needs for work
- Learn about paycheck
- Other (please list) _____

20. I want help finding a high school job to get work experience:

Yes (please list job here) _____



DRAFT WiTransition Paper Version

- No
- I'm not sure

21. Do you currently have a job?

- Yes
- No

22. Where do you work? _____

23. What do you do? _____

24. List previous work experiences here (optional)

25. After high school I want to **(choose all that apply)**:

- Live with my family
- Live in a dorm
- Live in an apartment or house by myself
- Live in an apartment or house with a roommate or friends
- Other (please list) _____

26. Is there anything else you want to add?

27. I want to learn more about the following, so I can be independent in my home and/or community **(choose all that apply)**:

- Have an assessment to determine my independent living needs
- Practicing money and communication skills in community
- Understanding social media safety
- Food safety and prep
- Learning more about sexual education
- Making medical appointments and understanding my medications
- Time management
- Money management skills for home
- Research local housing options
- Gain understanding of the law once I turn 18 (including guardianship)
- Finding therapy providers or counseling services
- Applying for adult agencies
- Safety skills in community
- Using public transportation
- Learning how to connect to community organizations that have activities and events
- Obtaining a WI state ID or drivers license



DRAFT WiTransition Paper Version

- Standing up for myself
- Finding a peer mentor
- Gaining health and wellness skills

28. I am good at doing the following things on my own: (making a meal, doing laundry, calling to make my own appointments, etc.)

29. Please tell us more about you and your current activities and interests by completing the following.

- Clubs and/or organizations that I'm currently involved with in my community are:

- I currently volunteer at (if applies)
(organizations) _____
- I would like to volunteer at
(organizations) _____
- My hobbies are:
(please list) _____
- At school, I'm currently involved in:
(activities) _____
- I'd like to learn more about and/or participate in the following extracurricular activities
and/or sports:
(activities)

30. Type your name here: _____

31. Type your Zip Code here (this information will not be shared or used for marketing of any kind).

This app is designed to help Wisconsin students and family members participate in the transition planning process. The questions in the app help students give input into the requirements of the state and the Individuals with Disabilities Education Act (IDEA). Individuals residing outside of Wisconsin may use this free app, but it is recommended that you first check your state laws to ensure the information is applicable. The information contained in the app is not legal advice. Please contact an attorney in your state if you need specific advice for your Postsecondary Transition Plan. For more information on the Postsecondary Transition Plan and other related transition content, please visit the Department of Public Instruction Indicator 13 page or the Transition Improvement Grant website.



The Transition Improvement Grant (CFDA #84.027) acknowledges the support of the Wisconsin Department of Public Instruction in the development of this website and for the continued support of this federally-funded grant program. 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. [34 CFR Sec. 75.620]

WiTransition App



Students and families love being involved in planning for their lives after high school. This FREE App helps make that happen! Check it out:

Website: www.witransition.com



Great supporting materials for the WiTransition App can be found here: <http://witig.org/witransition-app.html>



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Learn More Buttons: Postsecondary Transition Plan (PTP) Content

FULL DOCUMENT

The Learn More buttons within most steps of the Postsecondary Transition Plan (PTP) are intended to give an overview of compliance and requirements for that legal section of transition planning. In addition, resources that are pertinent to that section topic are added here. Not every step will have a Learn More section. This document is a compilation of the content of the Learn More buttons for educators to have to utilize in PTP development.

Create PTP Page

The Wisconsin Department of Public Instruction shall assign each student and educator a WISEid, a unique, permanent, and unduplicated identifier. This 10-digit numeric field is required for all reported students and for educators who will be reported in Roster. For continuing students, the WISEid is identical to the existing WSN generated from the Wisconsin Student Locator System (WSLS).

In addition to the legal name of each student enrolled or staff member entered, public school districts will also supply WISEid with other data, such as the student's gender, race, birth date, and at least one parent/guardian name. This information will prevent data collectors from confusing people with identical names, similarly-spelled names, or aliases, for example, multiple David Smiths. WISEid does not require birth certificates or other documentation, but districts might do so, though they may not photocopy them.

WISEid recommends, but does not require, additional data, such as place of birth, nicknames, and more parent/guardian names. The additional data will help ensure that WISEids are unique and that existing WISEids are retained when students or staff move between schools. No personal contact information, such as addresses, phone numbers, or social security numbers, is collected or used by the system.

Student Invite: Step 4

Procedural Requirement:

The public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

34 CFR 300.321(b)(1), IDEA

Effective Practice:

The purpose of inviting the student to the IEP meeting is to allow the student to participate fully in the development of his or her transition plan. An effort should be made to schedule the meeting at a time the student is able to attend. The invitation to the student to attend his or her IEP meeting should be extended well in advance of the meeting and must be extended prior to the IEP Team meeting. The invitation may be either written or verbal.

Steps should be taken to prepare the student to participate in the IEP meeting prior to the meeting, including helping the student understand the purpose and components of the transition plan. Consideration could be given to assigning the student specific tasks he/she would carry out at the IEP meeting, e.g., communicating his/her interests and goals and helping the student practice those tasks in advance of the meeting.

Preferences and Interests: Step 6

Procedural Requirement:

If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

34 CFR 300.321(b)(2), IDEA

Effective Practice:

Steps may include reviewing the results of age-appropriate transition assessments, allowing the student to designate an IEP team member to provide input on his or her behalf, and interviewing the student prior to the IEP meeting and sharing the results of the interview with the IEP Team. It may also be possible to obtain information about a child's preferences and interests from the child's parents who are attending the IEP Team meeting.

Transition Assessment: Step 7

Procedural Requirement:

The IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

34 CFR 300.320(b)(1), IDEA

To be compliant, the LEA must have conducted an age appropriate transition assessment prior to the IEP meeting in which the child has turned 14 years of age and checked yes to the question “Has an age appropriate transition assessment been completed?”

Effective Practice:

Age appropriate transition assessments provide the foundation of the child’s postsecondary transition plan. These assessments focus on the child’s Preferences, Interests, Needs and Strengths (PINS). The assessment must be age-appropriate, on-going and well documented to assist the student and IEP team in creating the child’s measurable postsecondary goals. These goals will focus on employment, education or training and independent living.

There are two types of age appropriate transition assessments:

Formal:

- functional behavior and independent living assessments
- aptitude tests
- intelligence tests and achievement tests
- personality or preference tests

Informal:

- interviews or questionnaires
- direct observations and anecdotal records
- environmental or situational analysis
- interest inventories and preference assessments

Assessments must include the child’s input but may also include the child’s families, teachers, peers, community members, and agencies the student is working with. Including information gathered in different environments and sources can be helpful as well. In **rare** cases, the student will be unable or unwilling to discuss his/her own preferences, interests, strengths, or needs. In these instances, age-appropriate transition assessments may be based on teacher observations, input from the child’s family, or information contained in the student’s records.

New requirement beginning in the 2017-2018 school year, states that all children will have an Academic and Career Plan (ACP) starting in the 6th grade. Most children will have this ACP in place prior to their first transition plan. The ACP will help students explore careers, develop personal, social, and career goals, and provide personalized learning through activities and experiences that can build life-long learning skills. The assessments that are being completed during this ACP process should be considered valuable information to share at the transition IEP meetings.

Examples of Transition Assessment:

- Jose completed the Career Interest Inventory which confirmed interests in the area of Hospitality and Tourism. Jose has shared he wants to run his own restaurant someday. He is currently working part-time at McDonald’s and was Employee of the Month in July, 2016. Jose is very social and enjoys talking to new people. He is able to problem solve and works well in a team setting. Jose is able to focus on the task at hand and can multitask when needed. He is always on time and ready for school and work. Jose is the captain of the baseball team and is a great team leader who listens to his teammates’ concerns.

- Louise completed an interest inventory in Xello. Her highest score was in the cluster Agriculture, Food & Natural Resources. She wants to continue to work in a green house after high school. Louise worked with The Division of Vocational Rehabilitation (DVR) over the summer. Her DVR Counselor has supported several work evaluations to assist Louise in choosing a career path in the retail field. Louise had frequent check-ins with her job coach. By the end of the summer, the job coach was able to give her a task list with some visual aids and Louise could stock the given items with 100% accuracy.

Resources

Transition Assessments Live Binder <http://www.livebinders.com/play/play?id=1596511>

Transition Assessments for Students with Significant Disabilities: <http://transitioncoalition.org/wp-content/uploads/2015/03/SD-assessment-Review-form-DL-3.18.15.pdf>

Age-Appropriate Transition Assessments and Activities <https://witig.org/wp-content/uploads/2017/10/Age-Appropriate-Assessment-Guide.pdf>

DPI Website: Academic and Career Planning <http://dpi.wi.gov/acp>

Education/Training: Step 8

Procedural Requirement:

All students must have a goal that pertains to postsecondary (after high school) education or training.

Beginning not later than in the first IEP that will be in effect when the child is 14, and updated annually thereafter, [the IEP must contain] a statement of appropriate, measurable postsecondary goals for the student based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.

34 CFR 300.321 (B)(1)

Effective Practice:

The Measurable Postsecondary Goal in the area of Education/Training is developed based on the results of the most current age appropriate transition assessment. Once the student has identified an employment goal, the IEP team can help identify education/training goal(s) necessary to meet the student's employment choice.

In some instances, the IEP Team may determine it is appropriate for the education or training goal to relate to other needs, such as health or independent living. To document these specific needs, the IEP team has the option of selecting 'other'. The IEP team will be required to manually enter a compliant postsecondary goal in the area of education and training. The IEP team discussion should focus on integrated and community-based options for education and training. Transition

services provided to the student should include opportunities to tour and experience college campuses and other training opportunities in the community.

Detailed goals are often more meaningful for students. IEP Teams should consider including details in the additional information box, such as the name of the institution the student plans to attend, the student's major or field of study, or the location of on-the-job training.

For a list of options that fit each selection, click on the links below:

- at a technical/community college and earn an associate's degree, diploma, or certificate. <https://www.wtcsystem.edu/>
- attend a 2-year university/college. <http://www.wisconsin.edu/campuses/>
- attend a 4-year college or university and earn an undergraduate degree. <http://www.wisconsin.edu/campuses/>
- attend a short-term certification program. <http://education-portal.com/short-term-certification-programs.html>
- receive on-the-job training (including apprenticeship). <http://www.wisconsinjobcenter.org/training/programs.htm>
- participate in a humanitarian program (e.g., Peace Corps, AmeriCorps, etc.) <http://tinyurl.com/cnafxns>
- enlist in the military. <http://www.usmilitary.com/>
- complete a course or workshop through the UW Extension program. <https://ce.uwex.edu/>

Examples of Postsecondary Education/Training Goals:

- After high school, Jose will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes: Jose will attend the University of Wisconsin Stout for the Hotel Restaurant and Tourism Management Program.

- After high school, Louise will attend a technical/community college and earn an associate's degree, diploma, or certificate.

Additional information relevant to this goal includes: Louise is interested in completing the Horticultural Studies program at a Wisconsin's Technical College Campus.

- After high school, Jenny will receive on-the-job training.

Additional information relevant to this goal includes: Jenny is interested in gaining the skills needed to work as a retail associate at a department store.

Resources

Opening Doors to Postsecondary Education and Training:
<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs.pdf>

Think College! Wisconsin: <https://thinkcollege.net/>

WIOA: Frequently Asked Questions for Schools <http://witig.org/resource-link.html?id=32731>

Implementing New Requirements of the Workforce Innovation and Opportunity Act
[//www.witig.org/resource-link.html?id=32777](http://www.witig.org/resource-link.html?id=32777)

U.S. DOE "Know Your Rights and Responsibilities: Students with Disabilities Preparing for Postsecondary Education": <http://www2.ed.gov/about/offices/list/ocr/transition.html>

Disability Services – Wisconsin Technical College System (WTCS)
<http://mywtcs.wtcsystem.edu/student-success/student-services/disability-services>

Dual Enrollment Options in Wisconsin
<http://www.witig.org/resource-link.html?id=32737>

Employment Goal: Step 9

Procedural Requirement:

All students must have a goal pertaining to postsecondary employment. Beginning no later than the first IEP that will be in effect when the child is 14, and updated annually thereafter, (the IEP must contain) a statement of appropriate, measurable postsecondary goals for the student based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills.
34 CFR 300.320(B)(1)

The Measurable Postsecondary Goal in the area of Employment is developed using <https://dpi.wi.gov/cte/career-clusters> and the 16 National Career Clusters. Choose the Cluster, Pathway, and Career that best matches the student's choice. IEP Teams can use the additional text box to list the specific information about the career(s) the student is most interested in. Information can also include the work setting, geographical location, or level of support needed for this career.

Effective Practice:

The Measurable Postsecondary Goal in the area of Employment is developed based on the results of the most current age appropriate transition assessment the student, family and IEP team completed. This goal may change, but is important to have in place for future planning when deciding coursework, job opportunities, and volunteer experiences that will help prepare them for future employment opportunities. It is important that IEP Team find community-based integrated work settings for all students and take into consideration the Least Restrictive Environment in employment settings.

It is the belief and focus of the WDPI that all young people have the right to obtain community-based integrated employment. This focus has been supported and enhanced by the Workforce Innovation and Opportunity Act (WIOA). WIOA creates both new opportunities and responsibilities for schools in partnership with the Division of Vocational Rehabilitation (DVR) and adult services to support students and youth with disabilities to transition from school to college and/or integrated employment in the community. This legislation prohibits students who have employment goals to

be automatically placed in sub-minimum wage employment. These students and families must first explore community-based integrated employment options with the Division of Vocational Rehabilitation (DVR). WIOA: Frequently Asked Questions for Schools <https://www.witig.org/resource-link.html?id=32778> Implementing New Requirements of the Workforce Innovation and Opportunity Act <https://www.witig.org/resource-link.html?id=32814>

Another Wisconsin state requirement is increasing the focus on making sure all students are college and career ready. Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for postsecondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. The ACP will provide services for 6-12 graders beginning in the Fall of 2017. Information gathered during the ACP process will be very useful information to add in the Postsecondary Transition Plan (PTP). Connect with the student's School Counselor to assure the ACP and PTP align.

Examples of Employment Goals:

- After completing or obtaining postsecondary education or training, LOUISE will be employed in the field of Agriculture, Food & Natural Resources - Plant Systems - Nursery Worker.
- Additional Information: Louise wants to work in a nursery or green house. It is likely that Louise will need a job coach or natural supports to help her learn new tasks and carry out her daily duties until she is comfortable in new employment settings.
- After completing or obtaining postsecondary education or training, MEGAN will be employed in the field of Arts, Audio/Video Technology & Communications - Audio and Video Technology and Film - Audio & Video Equipment Technician.
- Additional Information: Megan plans to volunteer at the local library as the AV Assistant on a monthly basis. The amount of time Megan will be able to volunteer is based on how she is feeling on any given day. Megan's employment goal is based on information provided from caregivers and Megan's increased interest and engagement with movies and music.
- After completing on-the-job training in a retail environment, Jenny will be employed as a sales associate at least 20 hours per week.

Additional Information: Jenny is working with DVR to seek and obtain a retail position at Target where she can receive paid on-the-job training and then continue as a sales associate after completing the paid training period.

Resources

Letter from OSEP regarding transition work placements:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-osep-spitzer-letter.pdf>

DPI Website: Academic and Career Planning

<http://dpi.wi.gov/acp>

Xello in Wisconsin: <https://dpi.wi.gov/acp/xello-in-wisconsin>

Career Clusters: <https://careertech.org/career-clusters>

Opening Doors to Employment:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-employmt.pdf>

Transition Action Guide:

<https://dwd.wisconsin.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

Let's Get to Work Best Practice Resources:

<http://www.letsgettoworkwi.org/index.php/lgtw-project-resources/general/>

Guide to Wisconsin's Labor Laws:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-child-labor-laws.pdf>

Independent Living: Step 10

Procedural Requirement:

Goals in the area of independent living are required only if appropriate. It is up to the child's IEP Team to determine whether IEP/PTP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.

34 CFR 300.321 (b)(1)

Effective Practice:

The IEP team, including the student, should review the list of transition services related to Independent Living for home and community to consider needs in this area. Measurable Postsecondary Goals in the area of Independent Living Skills should be developed based on results of current age appropriate transition assessment. It is important that the entire IEP team has input in determining if the student has a need for one or more Independent Living goals. Regardless of the student's learning and support needs, independent living goals may be beneficial to foster living as independently as possible after graduation from high school. It is important for the IEP team to consider the relationship of independent living skills to success in other goal areas, including postsecondary education and employment.

Areas of Independent Living Skills to Consider:

Housing	<ul style="list-style-type: none">• Campus• Living alone• Living with a roommate• Supports from Long Term Care• Housing Assistance and resources available
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Transportation	<ul style="list-style-type: none"> • Driver's License • Public transportation • Car pool, ride share
Personal Finance	<ul style="list-style-type: none"> • Budgeting • Checking and savings account • Understanding loans • Credit limits and credit scores • Understanding pay stubs and taxes
Safety	<ul style="list-style-type: none"> • Personal Safety • Public Safety • Home Safety • Technology Safety
Health Care Needs	<ul style="list-style-type: none"> • Medications and Prescriptions • Schedule and attend appointments
Communications Skills	<ul style="list-style-type: none"> • Social Skills • Living with a roommate • Asking for help • Taking directions from Supervisors • Getting along with co-workers • Sending emails and making phone calls • Accessing resources in native language • Assistive technology
Counseling	<ul style="list-style-type: none"> • Mental Illness • Alcohol and Other Drug Abuse • Behavioral Supports

Examples of Independent Living Goals:

- After high school, Jose will: live in a dorm with a roommate.
- After high school, Louise will: use public transportation independently to travel between her home and her job.

Resources

Transition Assessments Live Binder (Adult and Independent Living Section)

<http://www.livebinders.com/play/play?id=1596511>

Center for Independent Living of Wisconsin http://witig.org/wstidata/resources/Everything-You-Wanted-To-Know-About-Being-An-Adult-1252006_1342811023.pdf

Annual Goals/Objectives: Step 12

Procedural Requirement:

The IEP must contain at least one annual goal or short-term objective that will reasonably help the child make progress toward meeting each of the stated postsecondary goals.

34 CFR 300.320(a)(2)

Effective Practice:

In developing annual goals for a student, the IEP Team should work from grade-level standards and consider whether the student has any identified learning or support needs that are barriers to success in the student's chosen postsecondary goals of education/training, employment, and/or independent living environments. Annual goals should address skills needed to be successful in future environments identified in their postsecondary goals. Annual goals and objectives should be created by the IEP team, and should be based on data collected prior to the IEP meeting. It is helpful to set and assess the attainment of benchmarks that can be monitored on a regular basis. This can serve as evidence that the student is progressing and mastering the skills identified in the annual goals.

Examples of Annual Goals:

Trevon will complete the CTE Welding I course, improving his ability to read blueprints from a baseline of interpreting a basic weld from a sketch with independent 95% mastery to mastering by fabricating parts from a drawing or a sketch with 80% accuracy over 5 attempts.

Given direct instruction in the high school Business Math course and guided practice, Cheyenne will create spreadsheets using money management software from a baseline of budgeting for shopping for one day to being able to budget for all expenses for one month with a 20% savings contribution left at the end of the month for 10 out of 12 months of the annual budget.

With the provision of systematic instruction, Alex will complete all steps in the grocery-bagging task analysis from a baseline of 10 verbal prompts to a goal of no more than two verbal prompts for three or more consecutive trials by May 2020.

Jose will independently complete his daily planner to assist in tracking assignments and due dates for all classes, with no more than one verbal prompt, in 4 out of 5 opportunities. Jose currently does not utilize his planner for assignment tracking.

Resources

College and Career Ready IEP Resources

<https://dpi.wi.gov/sped/college-and-career-ready-ieps/resources>

Individualized Education Program (IEP): Preparing Students for College and Career: <https://dpi.wi.gov/sped/college-and-career-ready-ieps>

Wisconsin Standards for English Language Arts:
<https://dpi.wi.gov/ela/standards>

Wisconsin Standards for Math:
<https://dpi.wi.gov/math/standards>

Wisconsin Alternate Academic Achievement Standards:
<https://dpi.wi.gov/sped/top>

Pre-Employment Transition Services: Step 13

Procedural Requirement:

The IEP must contain at least one transition service and a course of study that will assist a child to reach her/his postsecondary goals.

34 CFR 300.43(a), IDEA and 34 CFR 300.320(b)(2), IDEA.

To be compliant, the LEA must have conducted an age appropriate transition assessment prior to the IEP meeting in which the child has turned 14 years of age and checked yes to the question “Has an age appropriate transition assessment been completed?”

Effective Practice:

Transition services are defined as educational activities and supports designed to assist students with disabilities to reach measurable postsecondary goals. The determination of specific transition service needs stems from individual results of various age-appropriate transition assessments. The Wisconsin Department of Public Instruction (WI DPI) promotes the objective of educational services for all students as preparation for College and Career. A related state requirement for Academic Career Planning (ACP) for all students in grades 6-12 will be fully implemented as of the 2017-18 school year. In addition, the federal Workforce Innovation and Opportunity Act (WIOA) includes the collaborative responsibility of school, vocational rehabilitation services, and long term support to provide Pre-Employment Transition Services (Pre-ETS) to students. School districts will need to verify that transition services listed in the prior year’s IEP/PTP were indeed provided to the student. A recommended effective practice is to review all categories from the drop-down menu in the PTP (also listed below) and, in conjunction with the student and family, choose all services that are needed and will be provided in the following year.

WIOA prohibits Local Education Authorities (LEAs or school districts) from entering into contracts with service providers for the purpose of having students engage in employment skills training at sub-minimum wage jobs. Thus, WIOA enhances the need for the provision of transition services to students with disabilities, including those with significant disabilities that will contribute to college and career readiness. Transition Service options in the PTP have been revised and aligned with the Pre-Employment Transition Service categories listed in WIOA to facilitate the selection and delivery of educational services to students ages 14-21 that support college and career readiness. For the purpose of facilitating individualized transition planning, the WIOA Pre-ETS category of Workplace

Readiness/Social and Independent Living Skills Training has been split into two categories in the PTP, one for home skill development services and the other for community skill building services.

Pre-Employment Transition Services Categories and Explanations:

1. **Job Exploration Counseling Services** – Support for the student to learn about a variety of career options to make informed choices about current and future employment.
 - Examples:
 - Support student to explore career interests (Academic Career Planning (ACP))
 - Determine student's skills and strengths related to work
 - Help student take Career and Technical Education (CTE) classes
2. **Work-Based Learning Experiences** - Provide opportunities for the student to gain hands-on experience to identify strengths and interests, and develop skills for employment.
 - Examples:
 - Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)
 - Talk to student about how to discuss her/his disability with a boss
 - Support student volunteering in the community
3. **Postsecondary and Higher Education Related Services** – Assist the student to achieve academic goals during high school and explore various types of college and job training programs.
 - Examples:
 - Review and discuss academic skills, strengths, and accommodations needed in college with student
 - Review Section 504 of the Rehabilitation Act and Americans with Disability Act with student and family to help them prepare for college
 - Set up student meeting with the school counselor to talk about college and job training options
4. **Work Readiness Social and Independent Living Skills Services for Home** – Support the student to build skills for increased independence at home.
 - Examples:
 - Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)
 - Support the student to become more independent with at home chores based on assessment
 - Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
 -
5. **Work Readiness Social and Independent Living Skills Services for Community** – Support the student to build skills for increased independence in the community.
 - Examples:
 - Figure out supports needed for student to be safe in the community
 - Teach safety skills based on assessment (street crossing, strangers, emergencies)
 - Teach student to use public transportation
6. **Instruction in Self-Advocacy** – Provide information, guidance, and experiences for the student to gain self-knowledge and skills to appropriately express needs and opinions.
 - Examples:

- Teach student the skills to speak up for her/himself at school, work, and in the community
- Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities Support student to learn to keep her/himself physically healthy

Resources

Transition Action Guide (TAG):

<https://dwd.wisconsin.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

Full List of Transition Services:

<https://www.witig.org/resource-link.html?id=32814>

WIOA Frequently Asked Questions for Schools:

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-wioa-faq.pdf>

Self-Determination Handbook with forms:

<http://dpi.wi.gov/sites/default/files/imce/sped/doc/tran-self-determination-hbk.doc>

Opening Doors to Self-Determination:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tranopndrs-self-determination.pdf>

Opening Doors to Adult Services:

<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-adult-services-guide.pdf>

Think College: <https://www.waisman.wisc.edu/thinkcollege/>

Outside Agency: Steps 14 and 15

Procedural Requirement:

To the extent appropriate, with the consent of the parents or a student who has reached the age of majority, ... the public agency must invite [to an IEP Team meeting] a representative of any participating agency that is likely to be responsible for providing or paying for transition services. 34 CFR 300.321(b)(3)

Inviting an outside participating agency likely to provide or pay for transition services to an IEP Team meeting involves disclosure of confidential student information. Consequently, a local education agency is required to obtain parental consent (or the consent of a child who has reached the age of majority) before inviting a representative from any outside participating agency likely to be responsible for providing or paying for transition services to attend an IEP Team meeting. Consent must be in writing and documented in the student's file. 34 CFR 300.622(b)(2), IDEA

Effective Practice:

Whether an outside agency will provide or pay for transition services is dependent on that agency's resources and service guidelines. IEP Teams should become familiar with the service criteria of outside agencies in their area in order to make informed decisions about whether agencies are likely to provide or pay for services. It is the responsibility of the educational staff to inform the student and families of the outside agencies that exist. If a student is currently working with an outside agency and has a service plan, all efforts should be made to share that service plan at the meeting. If an agency representative is unable to attend, the student or parent can share the plan at the IEP team meeting. It is important that all members supporting the student and providing transition services are working on the same postsecondary goals.

If a parent or adult student does not respond to three good faith, but unsuccessful, attempts to obtain consent to invite an outside participating agency, the local education agency may not invite the outside agency to the IEP Team meeting. Documentation of each attempt including dates and methods must be maintained in the student's file.

Adult Agencies can include services that will support the young adult with:

- Employment, vocational services, volunteer work
- In-home care
- Housekeeping and chore services
- Home modifications, safety and maintenance
- Health (healthy lifestyles, management of chronic conditions, dementia, etc.)
- Respite
- Transportation
- Nutrition, home delivered meals
- Housing, including low income housing
- Assisted Living, nursing homes and other long term care facilities
- Financial assistance (e.g., Social Security, SSI, Medicare, Medicaid and other benefit programs)
- Legal issues (guardianship, power of attorney, client rights advocacy)
- Abuse, neglect and financial exploitation
- Mental health, alcohol and drug abuse, crisis intervention
- Adaptive equipment
- Other

Connecting appropriate agencies with the student and family is the first step. Developing a plan to follow up with the application process and teaching the student and family to advocate for what they need is the second step in making sure the student has a successful transition to adult life after high school. Now more than ever before, there is an emphasis on community-based and integrated employment for all people who desire to work. The Workforce Innovation and Opportunity Act (WIOA) makes connecting with agencies such as the Division of Vocational Rehabilitation (DVR) even more critical. Each school district in Wisconsin has been assigned a DVR counselor to support the child who applies for employment services.

If a student is currently working with one or more outside agencies, IEP team members should discuss benefits of ensuring IEP alignment with the student and family. The best way to ensure alignment is to have a joint meeting to discuss the student's goals and services. If an agency representative is unable to attend, the student or parent can share the plan at the IEP team meeting.

Resources

Opening Doors: A Guide to Adult

Services: <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-adult-services-guide.pdf>

Division of Vocational Rehabilitation (DVR) <https://dwd.wisconsin.gov/dvr/>

Aging and Disability Resource Center (ADRC) <https://www.dhs.wisconsin.gov/adrc/index.htm>

Interagency Agreement – Division of Vocational Rehabilitation (DVR), Department of Public Instruction (DPI), and Department of Health Services (DHS):

https://dwd.wisconsin.gov/dvr/partners/agreements/dpi_interagency_agreement.pdf

Course of Study: Step 17

Procedural Requirement:

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include ... the transition services (including courses of study) needed to assist the child in reaching those goals. 34 CFR 300.320(b)(2)

Effective Practice:

IEP teams are strongly encouraged to create multi-year plan for the Course of Study. **If the student is in middle school, the plan should include the current year's classes through the 9th grade. If the student is in high school, the plan should include the current year's classes through the anticipated year of exit from high school.** It is important that courses are added to the plan that match the student's preferences, interests, needs and strengths related to future training and career goals. It is also important to identify courses and other opportunities that will help develop independent living skills while the student is still in school.

School counselors are a valuable resource when developing the Course of Study. Not only do they know the courses available at the school, but they also know what courses must be completed to access different postsecondary educational institutions and other options. School counselors can also provide information to the child and their family about Dual Enrollment, Youth Options, work study opportunities or employment as part of the Course of Study. Graduation options (regular diploma, Certificate of Completion, etc....) should also be discussed to assure the student is receiving the correct diploma to meet their postsecondary goals.

When manually entering course titles, it is effective practice to list core coursework titles and subjects in a multi-year plan for the student to meet graduation requirements along with identifying electives that foster future measurable postsecondary goal attainment. It is understood that course selection is based upon availability. The course of study will be reviewed annually, and if appropriate, updated at that time. Additional information about the course of study should be included in the additional text box provided.

Resources

DPI Roster: <https://dpi.wi.gov/wisedata/roster>

Career Pathways/Career Clusters: <https://dpi.wi.gov/pathways-wisconsin>

Wisconsin Technical College System (WCTC): <http://mywtcs.wtcsystem.edu/student-success/student-services/disability-services>

Wisconsin Youth Options: <https://dpi.wi.gov/dual-enrollment>

DPI: Parent and Student Graduation Resources: <https://dpi.wi.gov/graduation/parents-resources>

Transfer of Rights: Step 18

Procedural Requirement:

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of her/his rights under Part B of the Act [IDEA], if any, that will transfer to the child on reaching the age of majority.

34 CFR 300.320(c), IDEA

When a legal guardian has been appointed for a student who has reached the age of majority under State law, the rights under Part B of the Act [IDEA] do not transfer to the student. It is not necessary to inform the student of the transfer.

34 CFR 300.520(a), IDEA

The student should be informed that:

- The school will provide any notice required by IDEA to the student, and will continue to provide copies of the notices to the student's parents.
- All rights accorded to parents under IDEA transfer to the student.

Once the student has been informed of the rights to be transferred, it is not necessary to repeat the process annually.

Effective Practice:

The IEP team should begin discussing what the Transfer of Rights means with the student and the family more than one year in advance of the student's eighteenth birthday. If guardianship is a consideration, it is important to provide resources about not only guardianship, but also power of attorney, and **supported decision making** as options. This will help the student and family understand multiple options to explore when thinking about the transfer of rights. There is a continuum of options for adults (individuals) with disabilities to get the support they need to live full and productive lives. Supported decision making can be a good choice for some students and their families.

In essence, **supported decision making** is: a guardianship alternative through which people with disabilities use friends, family members, and professionals to help them understand the situations and choices they face, so they may make their own decisions without the need for a guardian. Powers of Attorney, representative payees and simple release of information forms can assist families to provide the support and safeguards their student/ individual needs without imposing full guardianship restrictions.

Examples of Transfer of Rights:

- Megan and her parents were given the Age of Majority letter explaining the transfer of rights to Megan at the age of 18. Megan's parents will begin the process for Guardianship when Megan is 17 years 6 months. The school provided a copy of the booklet "Understanding Guardianships: A Handbook for Guardians"
- Louise and her parents were given the Age of Majority letter and the booklet "What you should know about WI LAW: Your Legal Rights and Responsibilities". Louise's parents discussed their interest in finding out more about guardianship options and supported decision-making. They were given the booklet "Understanding Guardianship: A Handbook for Guardians" and the website for supported decision-making <http://www.supporteddecisionmaking.org/> They believe supported decision-making will be the best option for Louise.
- Tyler and his parents were given the booklet "What you should know about WI LAW: Your Legal Rights and Responsibilities" last year and have decided Tyler is capable of being his own guardian. Tyler has signed consent stating the school district may communicate with his parents regarding his education.

Resources

Board for People with Developmental Disabilities: Supported Decision Making: <https://wi-bpdd.org/index.php/SupportedDecision-Making/>

Wisconsin Guardianship Support Center: <https://gwaar.org>

Disability Rights Wisconsin: Supported Decision – Making: <http://www.disabilityrightswi.org/resources/supported-decision-making/>

Center for Parent Information and Resources – Age of Majority: <http://www.parentcenterhub.org/repository/age-of-majority>

Procedural Safeguards Notice: <http://dpi.wi.gov/sites/default/files/imce/sped/doc/proc-safegds.doc>

The Civil Rights Division Booklet: http://www.justice.gov/crt/publications/division_booklet.pdf

Supported Decision Making: <http://supporteddecisionmaking.org/>

Student Exit Year: Step 19

Procedural Requirement:

“A public agency must provide the child with a summary of the student's academic achievement and functional performance, which shall include recommendations on how to assist the student in meeting the student's measurable postsecondary goals.”

34CFR 300.305 (e)(3)

P-3 Notice of Graduation Form

Form P-3 is used to provide the parent and the student with notice of graduation with a regular high school diploma and to provide the student a summary of academic achievement and functional performance. Graduation from high school with a regular diploma ends a student's eligibility for special education and related services and is a change of placement requiring written prior notice. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards. Receipt of a high school equivalency diploma (HSED) does not end a student's eligibility for special education services. Students who do not graduate with a regular high school diploma continue to have a right to a free appropriate public education (FAPE) until the end of the school term in which they turn 21. Additional information about graduation is available at <https://dpi.wi.gov/graduation/paths>

The Summary of Performance, or SoP, was made a requirement for students with disabilities upon the reauthorization of IDEA in 2004. The SoP is required for students with disabilities who:

- Graduate from high school with a regular diploma
- Exit high school due to reaching the maximum age (21)
- Complete a High School Equivalency Diploma (HSED) within a DPI approved General Educational Development Option #2 (GEDO #2) program

The SoP, with the accompanying documentation, is important to assist the student in the transition from high school to higher education, training, and/or employment. This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and supports in postsecondary settings. It is also beneficial information to have when seeking services from adult agencies.

The SoP is required to be completed by the end of the student's high school career, however the timing of the completion of the SoP may vary depending on the student's postsecondary goals. It is effective practice to begin this document earlier so that the student can use the SoP, with additional documentation when applying to colleges or as the student applies for services from state agencies such as vocational rehabilitation. It is also effective practice to complete the SoP in collaboration with the student and the student's family.

Schools have a choice to use the IEP P-3 Notice of Graduation Form as the SoP, or they can use the Effective Practice SOP Form along with the P-3.

The Summary of Performance provides information on the student's current level of performance in the following areas:

- Academics: reading, writing, and math in relation to the Common Core State Standards
- Functional skills: study skills, independent living, self-determination, etc.
- The impact of the students' disability on academics and functional skills
- The use and impact of assistive technology and other accommodations

- Recommendations of what technology and supports should be used by the student in postsecondary environments

It is also effective practice to complete the SoP in collaboration with the student and the student's family. This document is most beneficial when the student understands the information included and can use it to advocate for entitlements provided under the Americans with Disabilities Act (ADA).

In addition to providing a notice of graduation and summary of performance, students and family members are given the opportunity to consent to have the student's educational records maintained for more than one year with identifiable information. With consent, school districts would typically maintain such records for at least five years. Students and family members should be educated to understand that school records might be needed for the purpose of seeking adult services multiple years after high school graduation. This can include applying to college or another type of postsecondary institution, seeking home or community supports, or for an employer. If consent is not provided, educational records with identifiable information must only be maintained for one year after graduation.

Resources

IDEA <http://idea.ed.gov>

Americans with Disabilities Act (ADA) <https://www.ada.gov/>

Effective Practice - Summary of Performance Form
https://www.witig.org/wstidata/resources/sop-blankform-3-5-fillable_1432232910.pdf

DPI Update Bulletin 10.08: Graduation Procedures
<http://dpi.wi.gov/sites/default/files/imce/sped/pdf/bul10-08.pdf>



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Section 4: Age-Appropriate Transition Assessment

A current and age-appropriate transition assessment(s) must be completed prior to the IEP team meeting to assist the team in developing measurable postsecondary goals, annual goals, transition services, and a course of study that will prepare the student for what he or she wants to do after high school. For a list of free or at-cost transition assessments, please access the Wisconsin Transition Improvement Grant's [Transition Assessment Live Binder](#) .

The following areas may be addressed in transition assessments:

Student's preferences and interests	Family's preferences for the student
Self-determination knowledge and skills	Academic strengths
Community participation	Independent living skills and self-care
Vocational skills and work experience	Transportation
Academic skills	Learning styles
Student and family support needs	21st Century skills
Technology literacy	Financial literacy
Problem solving	Social skills and behavior
Personal health and safety	

Academic Career Planning

A related state requirement for Academic Career Planning (ACP) for all students in grades 6-12 was implemented as of the 2017-18 school year. The student engagement with the ACP process can be of great assistance to inform the content of the PTP. For example, if a student engages in some career exploration via the district ACP activities, a teacher can utilize those results to inform the PTP. These activities and their outcomes can be used in some capacity as a transition assessment.

TIG Transition Assessments/Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Age-Appropriate Transition Assessments and Resources](#)
[Transition Services Rating Scales - TSRS](#)



TIG

Transition Improvement Grant

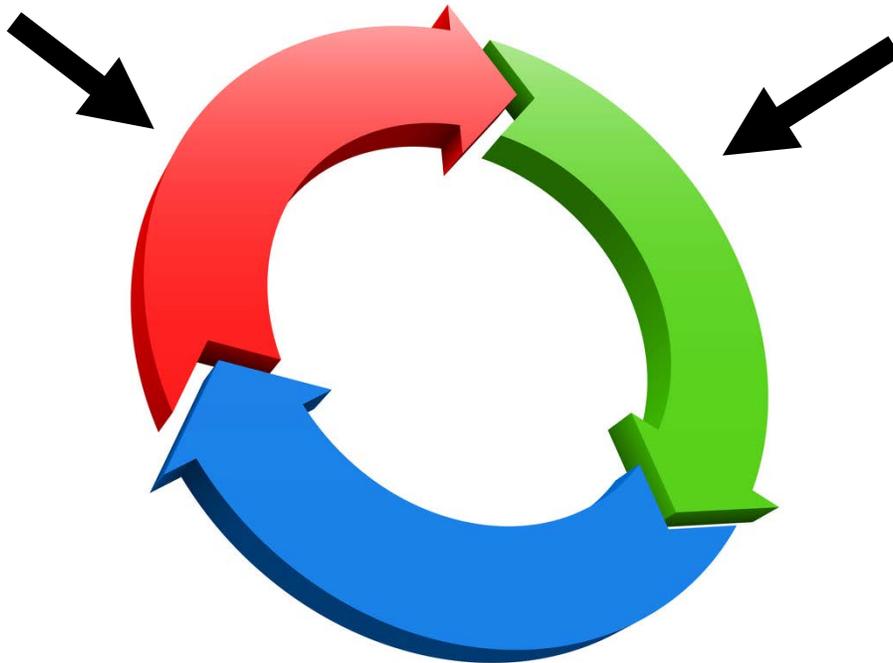
Resources



Age-Appropriate Transition Assessments and Resources

**Education &
Training**

**Employment
Planning &
Experiences**



**Independent
& Adult Living**



Scan the QR code to go
to our LiveBinder for
this resource guide



Transition Services Rating Scale

Developed to help teachers and IEP teams document & track the provision of evidence-based transition services connected to the outcome of competitive integrated employment.

This tool was designed by Nancy Molfenter and Ellie Hartman as part of the LGTW Wisconsin grant project to help high school special educators and transition teachers with: 1) Tracking the use of evidence-based practices for individual students, and 2) Identifying transition service needs in order to address existing gaps.

Transition Services Rating Scale Instructions

Background: Items on this scale span 7 areas shown to increase successful transition from high school to integrated employment for students with disabilities. These include:

- 1) *Self-Determination*
- 2) *Individualized Planning and Goals*
- 3) *Collaboration with Transition Partners*
- 4) *General Education Classes & Extracurricular Activities*
- 5) *Community Work Experiences*
- 6) *Postsecondary Education*
- 7) *Coordination of Transition Services*

There are multiple items within each of the 7 categories that describe specific activities linked to a higher likelihood of students with disabilities being employed after school.

Purpose: This tool was designed to assist high school special education and transition teachers:

- A) Document and track the implementation of evidence-based transition activities for students, and
- B) Identify next steps in transition services to address a student's current needs.

Point System: This scale uses a point system to measure the accumulation of an individual student's **experiences** over time. This tracking method allows the IEP team to understand the degree to which a student has engaged in evidence-based transition to employment activities since the last time the tool was completed, supporting a data-driven, decision-making process.

- **1 point** is given for each instance of the student engaging in the activity described.
- For some items, there is a **secondary criterion** that receives **1 or more extra points** as listed.
*Secondary criteria are awarded extra points because these items have demonstrated a stronger impact on employment outcomes.

EXAMPLE #1: Section I - Self-Determination

For **example**, on item 1., if a student practiced sharing information about her/his disability to two different special education teachers and the student also shared disability information with one general education teacher, a 3 would be placed on the first line. An additional extra credit point is added for the instance of sharing with the general education teacher with a 1 on the next line. The total for the item would be 4.

1. Student can identify their strengths and impact of disability to:
 - a. Case manager and special education staff
 - b. General education teachers
 - c. Prospective employers/community members
 - **1 point** for every occurrence of student self-disclosing disability to someone from the list above 3
 - ***Add 1 extra point** for each time the student self-disclosed their disability to a general education teacher or prospective employer/community 1

Item points (add numbers from both lines above here) 4

EXAMPLE #2: Section I - Self-Determination

If the student self-disclosed disability information to one special educator, one general educator, and one prospective employer/community member, 3 points are given on the first line. In this case, 2 extra points would go on the second line – 1 extra point each for the general education teacher and the prospective employer. The Item Total would be 5.

- **1 point** for every occurrence of student self-disclosing disability to someone from the list above 3
- ***Add 1 extra point** for each time the student self-disclosed their disability to a general education teacher or prospective employer/community 2

Item points (add numbers from both lines above here) 5

Points for each item and section accumulate over time to create an ongoing tracking system for transition to employment activities. Items and sections receiving more points are areas of current strength in terms of the student's **transition services**. Items that receive 0 points and sections with minimal points indicate areas of need in terms of transition services for the student. The IEP team can use results to develop next steps in transition service activities.

First TSRS Completion: The initial completion of the scale for a student serves as the foundation for growth through transition activities over time. Information for the first-time completion of the scale should include interviews with the student and one or more people who spent time with the student in the prior school year or semester. All activities the student engaged in within the **last year** can be included in the determination of initial points, but it is ok if only limited information is known for the first scale. After the first completion, the IEP team will keep track of **new, or subsequent** instances of the student engaging in the activities listed in the TSRS and document those.

Recommended Frequency of Use: This scale will be most helpful to teachers and students if completed at the beginning, middle, and end of each academic year starting in the first school year that the student turns age 14. Completing the scale for a student mid-year will allow educators time to adjust services and activities for the second half of a given school year to increase attention to transition activities, as well as assist in planning for summer opportunities.

Using Results: By completing the scale multiple times over the course of transition years, educators can track the opportunities afforded to individual students in each of the key areas linked to positive employment outcomes. Using the tracking form provided, teachers can identify, and then provide, opportunities that were previously lacking in transition planning and services.

By reviewing scores across a group of students at a high school or in a district, educators and administrators can identify areas of strength as well as gaps in transition services overall for students with disabilities.

***Note:** Although the majority of activities listed in the scale typically happen through high school services, special education teachers/transition coordinators might need to gather information from family members and other partners in transition for some items on this scale.

Transition Services Rating Scale

Student Name:
Completed By:

Age and Grade:
Date of Completion:

Section I - Self-Determination

1. Student can identify her/his strengths and impact of disability to:
 - a. Case manager and special education staff
 - b. General education teachers
 - c. Prospective employers/community members
 - **1 point** for every occurrence of student self-disclosing disability to someone from the list above _____
 - ***Add 1 extra point** for each time the student self-disclosed her/his disability to a general education teacher or prospective employer/community _____

Item points (add numbers from lines above here) _____

2. Student can identify what accommodations she/he needs in:
 - a. Education settings
 - b. Employment/community settings
 - **1 point** for every occurrence of student self-identifying accommodation needs to someone

Item points _____

3. Student can self-advocate for accommodations needed in
 - a. Educational settings
 - b. Employment/community settings
 - **1 point** for every *documented* occurrence of student asking for needed accommodation _____
 - ***Add 1 extra point** for each time the student asked a general education teacher or employer _____

Item points (add numbers from lines above here) _____

Section I Points (add numbers from all "Item Points" lines here) _____

Section II – Individualized Planning and Goals

4. Student provided direct input into the development of her/his annual transition and post-school employment and education goals.

Examples – documented discussions with student prior to and at planning meeting, review and revision of goals based on student data or transition assessment results.

- **1 point** for each documented event of gathering student input toward goals _____
- ***Add 1 extra point** for any meetings that were student-initiated or student-led _____

Item points (add numbers from lines above here) _____

5. Student’s family member(s) provided input for annual transition and post-school employment and education goals.

Examples – documented discussion with family at planning meeting, transition survey completed by family, direct contact with family to gather input.

- **1 point** for each documented event of gathering family input for employment goals _____

Item points _____

6. Student has annual goals and objectives designed to directly support progress toward individualized post-school education and employment goals.

Examples – learning to use public transportation to facilitate independence getting to college or work, using assistive technology to successfully complete a general education class, learning to follow a set list of instructions to develop skills for completing job tasks, or learning how to follow a time schedule without assistance.

- **1 point** for each annual goal that directly aligns with post-school goals points _____
- ***Add 1 extra point** for each annual goal aligned with post-school goals that was self-identified by the student (student directed the team to include the goal through input) _____

Item points (add numbers from lines above here) _____

7. Student’s annual and post-school employment and/or education goals have been revised as a result of community work experiences

- **1 point** for each goal revised as a result of community experience

Item points _____

Section II Points (add numbers from all “Item Points” lines here) _____

Section III – Collaboration with Transition Partners

8. Student and IEP team have worked with **general education** staff to identify classes and extra-curricular opportunities.

Examples – documented review of all available general education classes and clubs or extracurricular activities offered at the school (opportunity mapping), discussions with general educators about classes and activities the student plans to attend, meetings with general educators.

- **1 point** for each documented consultation with general education staff _____

Item points _____

9. Student and her/his family have met with **school counselor** or equivalent person at school to discuss options for higher education and career plan.

- **1 point** for each time student met with school counselor/pupil service staff _____

Item points _____

10. Student and her/his family were provided information about **Vocational Rehabilitation (VR)** services.

- **1 point** for every documented occurrence of information being provided _____
- ***Add 1 extra point** if an **application** has been submitted to **VR** _____
- ***Add another 1 extra point** if student has Individual Plan for Employment (**IPE**) _____
- ***Add an additional 3 extra points** if **VR services** are being used to facilitate paid employment _____

Item points (add numbers from lines above here) _____

11. Student and her/his family have been provided information about the process of seeking resources from adult or long-term care services.

Examples: Contacts for adult services intake (local aging and disability resource center, local state or county authority on disability services, social security, mental health, and health care benefits), and agencies that provide supportive services (home supports, recreation support, personal care assistance, mobility training, and transportation).

- **1 point** for every different/new resource shared with student and her/his family

Item points _____

12. Student and her/his family were provided with information about integrated employment service providers available in the community where they live.

Examples: Transition night at school where integrated employment support providers are present, brochures given to student and family, student and family meet with former students who are using the provider to learn about the services offered.

***Note** – DO NOT count information provided about sheltered/segregated workshop settings in points for this scale.

- **1 point** for each different *integrated employment* support provider introduced _____
- ***Add 1 extra point** for every prospective *integrated employment* support provider the student and their family have met or been in contact with _____

Item points (add numbers from lines above here) _____

13. Student and family were provided information about obtaining work incentives benefits counseling to learn about how to keep needed benefits when working.

***Note:** this is *not* the same as applying for public benefits through a *Benefits Specialist*

- **1 point** for each *documented* time information was provided _____
- ***Add 1 extra point** if student has had an analysis completed by a *Work Incentives Benefits Counselor* (WIBC) _____
- ***Add an additional extra 1 point** if that WIBC was part of the Work Incentives Benefits Specialist Association (WIBSA) _____ (*this item for Wisconsin only – can be found on website using the name of WIBC*)

Item points (add numbers from lines above here) _____

Section III Points (add numbers from all “Item Points” lines here) _____

Section IV – General Education Classes and Extra-Curricular Activities

14. Student has had support to review the list of classes offered to all same-grade peers and participate in making choices about the classes they are taking now and will take in the future (opportunity mapping).

- **1 point** per *documented* opportunity for student to choose from classes offered _____
- ***Add 1 extra point** for each class chosen by the student that was placed on their schedule _____

Item points (add numbers from lines above here) _____

15. Student is currently enrolled in general education classes with peers who do not have disabilities.

- **1 point** for each *inclusive* gen ed class the student is taking at this time _____
- ***Add 1 extra point** for every current gen ed class with content directly related to a post-school education or employment goal _____

Item points (add numbers from lines above here) _____

16. Student has had opportunities to choose from the list of school-sponsored extracurricular activities offered to all other same-grade peers based on her/his talents and interests. (opportunity mapping)

- **1 point** for every *documented* opportunity provided for the student to choose inclusive extracurricular activities offered through school _____

Item points _____

17. Student is actively involved in extracurricular activities with peers who do not have disabilities.

***Note:** DO NOT count activities designed especially for students with disabilities such as Best Buddies or Special Olympics for points on this scale.

- **1 point** for each extracurricular activity the student chose and actively participates in at this time _____
- ***Add 1 extra point** for each activity directly related to post school education or employment goal _____

Item points (add numbers from lines above here) _____

Section IV Points (add numbers from all "Item Points" lines here) _____

Section V – Community Work Experiences

18. Student has had one or more volunteer experiences in the community.

- **1 point** for every new different volunteer experience since last completion of scale _____
- ***Add 1 extra point** for each of the different or new experiences directly related to employment goal _____

Item points (add numbers from lines above here) _____

19. Student has gone on job shadows and/or tours of community businesses for the purpose of career exploration.

Note: DO NOT include tours of sheltered workshops in the points for this scale.

- **1 point** for each new and different job shadow/business tour since last completing this scale _____
- ***Add 1 extra point** for new job shadows/business tours in fields directly related to post-school employment goal _____

Item points (add numbers from lines above here) _____

20. Student has participated in work study, service learning, or another program to obtain school credit for time working or volunteering at a community business/organization.

- **1 point** for each new opportunity to earn credit for community work experience since last completion of scale _____

Item points _____

21. In conjunction with community work experiences, the student was provided opportunities to practice and develop social and soft skills needed for optimal employment success.

Examples: Job skills class, assigned mentoring, use of video modeling, implementation of social and/or soft skills curriculum, job coaching

- **1 point** for each new and different formal learning opportunity provided since last completion of scale _____
- ***Add 1 extra point** if social and/or soft skills training took place in community setting _____

Item points (add numbers from lines above here) _____

22. Student has had one or more paid integrated jobs in the community.

Note: DO NOT count paid work experience at sheltered workshops in the points for this scale.

- **1 point** for each current paid integrated community job _____
- ***Add 1 extra point** for each paid job directly related to post-school employment goal _____
- ***Add 3 additional extra points** for each current job that is paid directly by the employer (student is on company payroll) _____

Item points (add numbers from lines above here) _____

Section V Points (add numbers from all "Item Points" lines here) _____

Section VI - Postsecondary Education Goals

23. The student has had opportunities and support to explore options for postsecondary education that matches intended career choice.

- **1 point** for college or postsecondary vocational-technical education goal _____
- ***Add 1 point** if the postsecondary goal is directly related to the employment goal _____

Item points (add numbers from lines above here) _____

24. Student has a program of study planned through her/his Individual Education/Transition plan (IEP/ITP) and Academic Career Plan (ACP) that is aligned with postsecondary education goal.

- **1 point** for course of study plan and postsecondary education goal alignment _____

Item points _____

25. Student and her/his family were provided information about specific college or postsecondary vocational-technical education programs that might be a good fit.

***Note:** DO NOT include points for providing information about segregated vocational training programs such as sheltered workshops on this scale.

- **1 point** for each college or vocational-technical institution introduced _____
- ***Add 1 extra point** for every new postsecondary education institution toured since last completion of scale _____
- ***Add 2 extra points** for each college class the student has taken through dual enrollment since the last completion of the scale _____

Item points (add numbers from lines above here) _____

Section VI Points (add numbers from all "Item Points" lines here) _____

Section VII - Coordination of Transition Services

26. Student has a designated school staff member assigned to coordinate and oversee the delivery of transition services, including course of study, annual goals, postsecondary education and employment goals, and all related transition activities.

- **1 point** if formal transition coordination is an assigned job_____
- ***Add 1 extra point** if the transition coordinator’s time is dedicated full-time to that role_____

Item points (add numbers from lines above here) _____

27. Student’s transition plan and services are reviewed regularly to ensure alignment.

- **1 point** for this completion of the transition services rating scale_____

Item points_____

Section VII Points (add numbers from all “Item Points” lines here) _____

Summary of Section Points

- I. _____
- II. _____
- III. _____
- IV. _____
- V. _____
- VI. _____
- VII. _____

Total Points _____

Transition Services Goals based on Section Scores:

- I. .
- II. .
- III. .
- IV. .
- V. .
- VI. .
- VII. .

Section 5: Measurable Postsecondary Goals

There are 3 areas of Measurable Postsecondary Goals within the PTP designed for AFTER high school. These will assist the IEP team create the course of study and determine appropriate transition services for the student to find post high school success!

Education and Training

DPI has provided options for the Measurable Postsecondary Goal in Education and Training within the PTP. They are:

1. Attend a two-year technical college
2. Attend a two-year community college
3. Attend a four-year college or university and earn an undergraduate degree
4. Attend a short-term education program
5. Receive on-the-job training (including apprenticeship)
6. Participate in a humanitarian program, e.g., peace corps, vista, etc.
7. Enlist in the military
8. Other (if chosen, MUST meet compliance guidelines and be used only for unique student planning needs)

Employment

The IEP must contain a measurable postsecondary goal in the area of employment related to the postsecondary education or training the student will receive.

Independent Living

Regardless of the type of disability the student has, independent living goals may be needed to foster living as independently as possible once the student graduates from high school. It is important the entire IEP team has input in determining if the student needs Independent Living IEP PTP goals.

TIG Measurable Postsecondary Goal Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Postsecondary Transition Plan \(PTP\) Other Statement Use - Guidance on Compliant Use](#)

[Sample PTP - College Bound Student - Jose](#)

[Tips for Using Career Clusters in the PTP](#)

[Sixteen Career Clusters and Their Pathways](#)

[Visual Resumes Handout](#)

[Developing Meaningful Independent Living Goals and the IEP Team](#)

[Dual Enrollment Options in Wisconsin](#)

[Frequently Asked Questions about Project SEARCH in Wisconsin](#)

[School Counselor Handout](#)

[Community Conversation Planning Worksheet](#)



TIG

Transition Improvement Grant

Resources

Postsecondary Transition Plan (PTP) “Other” Statement Use: Guidance on Compliant Use

Tips when reviewing PTP’s for compliance:

- ✓ Is the goal written for AFTER high school?



Education/Training – must list the type of **training** required to reach the measurable postsecondary goal for employment. This should address the type of knowledge/skills acquired AND where/who will provide the training.

Most common non-compliant statements: • workforce • full or part-time work • 18-21 program • Project SEARCH • student “would like to” • unsure/undecided • type of job (farmer) • day services or sheltered workshop • long-term care

Employment – must list the actual job/career and/or area of skill development directly linked to a specific job.

Most common non-compliant statements: • sheltered employment • actual location of job wanted • undecided/unsure • content field such as science, business owner, etc.

Course of Study: classes MUST be listed with at least one class moving the measurable postsecondary goals forward.

Most common non-compliant statements: • location of classes such as ID Room or “off-site” • linking to 4 year plan outside of the PTP document

Pre-Employment Transition Services (Pre-ETS) – must be a **service/activity** provided to move the student forward in goal completion; commonly mistaken as an IEP goal. Schools are required to document a service that was provided in the last IEP as a way to document Pre-ETS for the Workforce Innovation and Opportunity Act (WIOA).

Most common non-compliant statements: • completion of specific classes (service could be listing what instruction the student needs to complete the class) • course of study • lack of terminology describing the service the school will provide (often in conjunction with the student, family, and/or agency), etc.

NOTE: Once a PTP has been submitted to the DPI PTP portal, it cannot be unlocked to edit. You can, however, do a revision to that PTP with or without a meeting. Keep in mind this still requires a *Notice of Changes Made to an IEP With or Without an IEP Meeting*. Parents/guardians require notification that a change has been made, along with an updated copy of the PTP with the required IEP forms.



Using the **additional information box** to provide further details, allows the reader to see the plan with more details and stop a non-compliant statement from being drafted.

Using the radio buttons provided ensures a minimally compliant PTP, but does not ensure a meaningful PTP. Your TIG Regional Coordinator is available to assist your district in writing effective practice PTPs.

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**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN**

FORM I-8 (Rev. 5/13)

District: Test District

Name of Student: JOSE
WSN: 1111111111
Meeting Date: 9/23/2019

Date of Birth: 11/24/2002
PTP ID: 5436

I. Meeting Attendance

JOSE attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for JOSE are based on an age-appropriate transition assessment.

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

On 9/07/2019 Jose and his case manager reviewed his Xello Story Board and completed lessons through the Academic and Career Planning (ACP) activities. From this review his continuing interests are in the area of Hospitality and Tourism. He wants to pursue post-secondary degree but unsure if he is ready for this. He completed an informal assessment for postsecondary education with his case manager. Her learned he needed to research needed study skills for the classes in his major and accommodations at preferred post-secondary schools. Jose has shared he wants to run his own restaurant someday. He is currently working part-time at McDonald's and was Employee of the Month in July 2019. Jose is very social and enjoys talking to new people. He is able to problem solve and work with his peers to come up with the best solution. Jose is able to focus on the task at hand and can multi-task when needed. He is always on time and ready for school and work. Jose is the captain of the baseball team and is a great team leader who listens to his teammates

Measurable postsecondary goal in the area of education or training:

After high school, JOSE will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes:

Jose will attend University of Wisconsin Stout for the Hotel Restaurant and Tourism Management Program.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, JOSE will be employed in the field of Hospitality & Tourism - Restaurants and Food/Beverage Services - Manager, All Other.

Additional information relevant to this goal includes:

Jose's ultimate goal is to own his own restaurant someday but will start out as a Manager after completing college.

Measurable postsecondary goal in the area of independent living skills:

After high school, JOSE will:

- live in a dorm with a roommate.
- Jose will independently fill out his schedule to include classes, homework time, and working part time.
- Jose will budget his money and set up checking and savings accounts in order to pay his bills and build credit responsibly.

III. Annual Goals

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

Wisconsin State Standards 11-12th grade standards were used to develop these annual goals.

1. Jose will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences with less than 2 adult prompts/supports per week. (Baseline: Currently Jose is having his planner reviewed daily.)
 - a. Jose will use his planner on a daily basis to keep track of assignments, multi-step projects, and his extra-curricular activities with a check-in at the end of each day.
 - b. Jose will use his planner to keep track of his work schedule and outside responsibilities with weekly check-ins.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Support student to explore career interests (Academic Career Planning (ACP))	2019-2020	Student, School, Family	
Job Exploration Counseling Services	Teach student about disability disclosure and employment rights	2019-2020	Student, School	
Social and Independent Living Skills Training for Home	Teach student how to keep a calendar/schedule and manage time	2019-2020	Student, School, Family	
Work-Based Learning Experiences	Teach the student about money management (how to read a paycheck, taxes and deductions from a paycheck, direct deposit, budgeting)	2019-2020	Student, School, Family	
Instruction in Self-Advocacy	Provide opportunities for the student to run their own IEP/PTP meetings	2020-2021	Student, School	
Postsecondary and Higher Education Related Services	Review and discuss academic skills, strengths, and accommodations needed in college with student	2020-2021	Student, School, Family, Disability Services Counselor	
Postsecondary and Higher Education Related Services	Support student to apply for accommodations for the college entrance exams	2020-2021	Student, School	
Postsecondary and Higher Education Related Services	Talk to student, family, and school counselor about applying for financial aid for college	2020-2021	Student, School, Family	
Social and Independent Living Skills Training for Community	Teach student about civic duties (Selective Service registration, voting, jury duty)	2020-2021	Student, School, Family	
Social and Independent Living Skills Training for Home	Teach student money skills including setting up a home budget, open a bank account, pay bills, file taxes	2020-2021	Student, School, Family	

Additional information related to transition services:

Jose is a junior in high school. Many of these services are already in progress but this is a great reminder of the skills Jose will need to master in order to be successful at a 4 year University and as a business owner someday. Jose and his IEP team will continue to work on other skills during the remainder of his high school career, but these seemed to be the most important skills to document, including who would support Jose in each service. It is very important that during his senior year, the Disability Services Counselor from UW Stout will attend his IEP meeting to make sure that the correct documentation has been submitted for Jose to receive the appropriate accommodations for college.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is not likely to provide or pay for transition services during the term of this IEP.

VI. Course of Study

School Year	Course Name
2019-2020	Foods Marketing and Accounting 1&2, Sociology, American Literature, Algebra 2, Chemistry, US History, Physical Education
2020-2021	Advanced Foods, Advanced Marketing Internship, Food Science Psychology, British Literature, Composition, College Prep Math, Art, Personal Finance

Additional information related to course of study:

After meeting with the School Counselor for Jose's junior meeting, it is confirmed that he is on track to graduate on time and will have met all requirements for attending a 4 year university. Jose has taken 2 years of Spanish which will open doors to other colleges that have a Foreign Language requirement. Jose and his IEP team have created this Course of Study based on his post-secondary goals and Academic Career Plan.

VII. Transfer of Rights

JOSE and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

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

Jose and his parents were given the Age of Majority letter explaining the transfer of rights to Jose at the age of 18. Jose and his parents were also provided a copy of the booklet ["What You Should Know about Wisconsin LAW: Your Legal Rights and Responsibilities"](#).

Tips for Using Career Clusters in the Postsecondary Transition Plan (PTP)



As a PTP user navigates through the online application, step 9 requires users to create a postsecondary goal in the area of employment. Per IDEA requirements, an Individualized Education Program (IEP) must contain a measurable postsecondary goal in the area of employment related to the postsecondary education or training the student will receive. (115.787(2)(g) 1., Wis. Stats.)

The options provided within the PTP are based on the Career Pathways modeled after the 16 National Career Clusters managed by [Advance CTE](#). Here, you can learn more about the Career Clusters and Pathways. Academic and Career Planning (ACP), through a student's personal online ACP portfolio account, allows you to explore these career clusters and pathways as part of the PTP process.

Academic and Career Planning (ACP) in schools provides a foundation to explore, plan, and prepare for different careers by considering courses and activities that best fit personal goals. ACP programming:

- Promotes the connection between education and workforce/economic development.
- Provides a seamless transition from high school to college.
- Focuses on high skill, high demand, and high wage careers.
- Increases emphasis on attainment of a technical skill proficiency, degree/credential.



Step 9 Alignment – 3 Options: The IEP Team must select one career cluster, one corresponding pathway, and one corresponding career. If the student's postsecondary employment goal does not fit into one of the careers for the selected cluster and pathway, you may use the 'Other' option to describe the student's career goal. However, the use of 'other' is an appropriate choice when you have exhausted

search options for the unique career choice and should be used in rare circumstances. It must identify a career or job and/or area of skill development for a specific job for the PTP to remain compliant. It is recommended you reach out to a veteran teacher in your district or contact your [Regional TIG Coordinator](#) before choosing other. They can provide assistance using the system provided by aligning the career within the PTP and using the additional information boxes to give further detail.

Option 1:

Use the drop down menus to make your selections, OR use the search box to find careers that correspond with the clusters and pathways.

After completing or obtaining postsecondary education or training, IPQUO will be employed as a/an:

Step 1: Select a **Career Cluster**:
Law, Public Safety, Corrections & Security - OR - Search by Career Name:

Step 2: Select a **Career Pathway**:
Law Enforcement Services

Step 3: Select a **Career**:
Other

Description: some other career

Option 2: You can also use the keyword search box.

Search by Career Name:

welding

Welding, Soldering, & Brazing Machine Setter, Operator, & Tender (Manufacturing - Production)

Welding, Soldering, & Brazing Machine Setter, Operator, & Tender (Agriculture, Food & Natural Resources - Power, Structural and Technical Systems)

Option 3: Use the Career Cluster/Pathway/Career [Master List](#) to search for careers and their associated descriptions to identify the correct career. Use Control “F”, then enter a career choice and click “find all”. This will highlight all of the matches to your criteria (use the find all or find next button). If you are still not finding the exact match, broaden your search and **remember an exact match is not needed**. You can use the additional information box within the PTP to define specific details.

Cluster	Pathway	Career
Agriculture, Food & Natural Resources	Agribusiness Systems	Agricultural Technician
Agriculture, Food & Natural Resources	Agribusiness Systems	Agricultural Worker, All Other
Agriculture, Food & Natural Resources	Agribusiness Systems	Management Advisor
Agriculture, Food & Natural Resources	Agribusiness Systems	Manager
Agriculture, Food & Natural Resources	Agribusiness Systems	Operator
Agriculture, Food & Natural Resources	Agribusiness Systems	Tractor, and Other Agricultural Manager
Agriculture, Food & Natural Resources	Agribusiness Systems	Tractor, Crop, Nursery, & Greenhouse
Agriculture, Food & Natural Resources	Agribusiness Systems	Tractor & Ranch Animal
Agriculture, Food & Natural Resources	Agribusiness Systems	Tractor & Manager/Supervisor - Fishery Worker
Agriculture, Food & Natural Resources	Agribusiness Systems	Tractor
Agriculture, Food & Natural Resources	Agribusiness Systems	Agricultural Product

TIP: Press Control “F” to use the Find

Sample Searches Using the Control “F” feature and Aligning the PTP Using Application

Not Found: *Tattoo Artist*: broaden search to: Artist

PTP dropdowns select:

Cluster: Arts, Audio/Visual Technology & Communication

Pathway: Visual Arts

Career: Artist & Related Worker, All Other

Additional Info Box: Student wants to be a tattoo artist.

Not Found: *NBA/NFL Player*: broaden search to: Athlete

PTP dropdowns select:

Cluster: Hospitality and Tourism

Pathway: Recreation, Amusements, and Attractions

Career: Athlete & Sport Competitor

Additional Info Box: Student wants to play in the NFL. We are exploring other careers in the sports field.

Not Found: *Day Care Teacher*: broaden search to: Child Care

PTP dropdowns select:

Cluster: Education & Training

Pathway: Teaching/Training

Career: Child Care Worker

Additional Information Box: Student wants to work in the day care setting.

Not Found: *Switch Use Assembly*: broaden search to: Assembler

PTP dropdowns select:

Cluster: Manufacturing

Pathway: Production

Career: Team Assembler

Additional Info Box: Student will pursue work in a community job using his/her switch skills to complete assembly tasks.

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Sixteen Career Clusters and Their Pathways

Agriculture, Food and Natural Resources

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural and Technical Systems

Architecture and Construction

- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, Audio/Video Technology and Communications

- Audio and Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management and Administration

- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

Finance

- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities and Investments

Government and Public Administration

- Foreign Service
- Governance
- National Security
- Planning
- Public Management and Administration
- Regulation
- Revenue and Taxation

Health Science

- Biotechnology Research and Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality and Tourism

- Lodging
- Recreation, Amusements and Attractions
- Restaurants and Food/Beverage Services
- Travel and Tourism

Human Services

- Consumer Services
- Counseling and Mental Health Services
- Early Childhood Development and Services
- Family and Community Services
- Personal Care Services

Information Technology

- Information Support and Services
- Network Systems
- Programming and Software Development
- Web and Digital Communications

Law, Public Safety, Corrections and Security

- Correction Services
- Emergency and Fire Management Services
- Law Enforcement Services
- Legal Services
- Security and Protective Services

Manufacturing

- Health, Safety and Environmental Assurance
- Logistics and Inventory Control
- Maintenance, Installation and Repair
- Manufacturing Production Process Development
- Production
- Quality Assurance

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering and Mathematics

- Engineering and Technology
- Science and Math

Transportation, Distribution and Logistics

- Facility and Mobile Equipment Maintenance
- Health, Safety and Environmental Management
- Logistics Planning and Management Services
- Sales and Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management, and Regulation
- Warehousing and Distribution Center Operations



Visual Resumes
Transition Improvement Grant
[Regional Coordinators: Contact Us Here!](#)
info@witig.org
Padlet Link: <https://bit.ly/2rlf8wx>



Objective: To move youth self-advocacy and employment forward utilizing technology to capture and highlight employment skills in a way the traditional resume does not.

Description: A visual resume is a tool using images and videos to showcase skills and abilities. A visual resume can be used to enhance a typical resume or can be used alone to support job development.

A Team Approach:

- Using a team can help to support a well-rounded visual resume. Team members can include: student, family members, educators, and adult agencies that have a shared interest (i.e. Division of Vocational Rehabilitation (DVR) and Aging and Disability Resource Center (ADRC)).
- Consider using visual resumes as a part of your district's Academic and Career Plan (ACP) programming for a more inclusive approach to ACP.

Why a Visual Resume:

- A picture is worth a thousand words
- Highlights skills and abilities
- Allows students to show their work verses only articulating skills verbally
- Engages families in unique way
- Increases self-advocacy skills

What to Include in a Visual Resume:

- Performance photos/videos depicting work skill
- Professional headshot for cover photo
- Photos/videos that display a connection to the community
- Extra Curricular Photos/Videos
- Photos/Videos that show particular interests, skills, or knowledge
- Photos/Videos that show communication
- Photos/Videos that show employment related personality traits

Tips:

- Shut off date/time of camera
- Collect photos/videos over time to showcase development
- Choose photos that exhibit competent performance
- Make sure to get a release of information to share photos and videos.
- Use strong action words to describe the skill being showcased
- Provide clear communication of the individual's skills for the employer

Examples of Visual Resume Platforms:



What Employers Are Saying:

- “I wish every high school student would use a visual resume to showcase abilities and skills.”
- “A visual resume opens up doors for discussions about skills that I wouldn’t see on a paper application.”
- “You see past the disability.”
- “It’s a great tool to see the skills they have and to see if it matches what I need.”
- “I used the visual resume when approaching potential employers. I used the visual resume to promote the student’s abilities and experiences. A local church was interested and asked for a copy of the visual resume to share with the board as they discussed the opportunity to add this position to their staff and employ this student.” *Job Developer*

What Educators Are Saying:

- “Students demonstrated leadership, teamwork, problem solving and communication skills through these activities.” *High School Teacher*
- “Visual resumes have been a great tool to share students’ vocational experiences with families, DVR, job developers and other teachers. For some students, this gives them a voice and a way to tell their story to promote more community work experiences and paid employment. For others, it helps them to talk about what they have done by providing visual cues.” *High School Teacher*
- “Visual resumes help those who need assistance to tell their employment story.” *High School Teacher*
- “I love using visual resumes to showcase employment experiences for students, especially those who struggle to tell the story themselves.” *High School Teacher*

What Youth/Families Are Saying:

- “When I first saw it, I was like WOW, his actions will speak louder than words which will help with employment.” *Parent*

Developing Meaningful Independent Living Goals as an IEP Team



Procedural Requirement:

The only area in which postsecondary goals are not required by the IEP is independent living skills. Goals in the area of independent living are required only if appropriate. It is up to the student's IEP team to determine whether IEP goals related to the development of independent living skills are appropriate and necessary for the child to receive FAPE.

Comments to IDEA, Federal Register, Vol.71, No.156, p.46668, August 2006

Effective Practice:

The Measurable Postsecondary Goal in the area of Independent Living Skills should be developed based on results of the most current age appropriate transition assessment. It is important that the entire IEP team has input in determining if the child needs independent living goals. Regardless of the type of disability the student has, independent living goals may be necessary to live as independently as possible once the student graduates from high school.

- When you reach Step 11 in the PTP process, you will be asked to consider independent living needs for the student. Independent living goals should not just encompass daily living needs. Instead look at a wide array of needs for the student in the community and home to help support them being as independent as possible.**

- Please view the [Effective Practice Postsecondary Transition Plan \(PTP\) Example](#)
- Use the created goal to develop Pre-Employment Transition Services to develop needed skills
- Developed goal is in conjunction with what is going to happen once the student exits high school

- Using assessment data to make decisions**

- Use an age appropriate transition assessment to gain information on a student's current skills and where they will need additional instruction/opportunities
 - For up to date assessment guidance / resources use: [TIG Age Appropriate Transition Assessment Livebinder](#)
- After reviewing age appropriate transition assessments, encourage the IEP team to discuss if an independent living goal is appropriate. If the goal is not appropriate, indicate in the additional information box as to why the team agreed no postsecondary independent living goal was necessary.

- Consider the list below when discussing potential independent living goals and needs during IEP team meetings. This list includes a wide range of independent living needs, however is not all encompassing.

<p>Navigating the Community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Navigating your community for employment related resources <input type="checkbox"/> Navigating your community for education and training related resources (to include accessing ADA accommodations) <input type="checkbox"/> Navigating the community for leisure/ entertainment <input type="checkbox"/> Develop a network of support (friends, neighbors, co-workers)
<p>Healthy Lifestyle Choices</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Development of self-advocacy and self-determination skills <input type="checkbox"/> Medical decision making (including mental health and counseling) <input type="checkbox"/> Develop emergency procedures for use at home and in the community <input type="checkbox"/> Personal Care / Self Care (includes fitness) <input type="checkbox"/> Healthy relationships (including sexual education) <input type="checkbox"/> Proactive decisions revolving around medical needs (including scheduling regular appointments and accessing health care systems) <input type="checkbox"/> Dietary needs (including shopping, meal decision making / nutrition, food preparations and cooking skills)
<p>Safety and Proactive Decision Making</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Following laws for personal and other's safety <input type="checkbox"/> Safely use social media accounts and the internet <input type="checkbox"/> Discussion of Guardianship and Supported Decision Making if needed <input type="checkbox"/> Registration with Selective Service <input type="checkbox"/> Applying for state identification <input type="checkbox"/> Registering to vote <input type="checkbox"/> Demonstrates safety precaution in the home <input type="checkbox"/> Performs basic first aid skills (treating cuts, burns, performing Heimlich)
<p>Communication Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistive technology goals - (if there is assistive technology being utilized during the school day and it may be utilized after graduation, the goals should be discussed) <input type="checkbox"/> Taking direction from supervisors <input type="checkbox"/> Getting along with peers <input type="checkbox"/> Sending emails and making phone calls <input type="checkbox"/> Accessing resources in native language

Transportation Plan	<input type="checkbox"/> Driver's License <input type="checkbox"/> Utilizing public transportation and mass transit <input type="checkbox"/> Carpooling/rideshare <input type="checkbox"/> Calling for taxi or other reliable transportation <input type="checkbox"/> Understand car insurance
Personal Finance	<input type="checkbox"/> Budgeting/money management <input type="checkbox"/> Checking/Savings Accounts/ATM and Debit cards <input type="checkbox"/> Understanding loans/leases <input type="checkbox"/> Credit Limits and Credit Scores <input type="checkbox"/> Understanding pay stubs and taxes - to include accessing any items related to wages and pay on-line <input type="checkbox"/> Understand and use a credit card wisely, compound interest
Housing	<input type="checkbox"/> Living on campus <input type="checkbox"/> Living alone (owning/renting) <input type="checkbox"/> Understanding a lease <input type="checkbox"/> Investigate rental or homeowner's insurance <input type="checkbox"/> Living with a roommate <input type="checkbox"/> Receiving housing support from long term care <input type="checkbox"/> Understand special housing programs (HUD, Moving Out, etc.)

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Dual Enrollment Options in Wisconsin

Dual enrollment allows a student to be enrolled in a high school and a college course at the same time. Generally, it refers to a high school student who takes college-level courses and earns credit toward both the high school diploma and college credit. There are currently a wide variety of dual enrollment programs available throughout Wisconsin high schools and institutions of higher education (IHEs).



[Wisconsin Dual Enrollment Opportunities for High School Students](#)

Transcribed Credit: High school students earn postsecondary credit for successfully completing college level courses. A transcript is awarded from a postsecondary institution (technical college, 4-year college or university) that documents the credits awarded for the course. Transcribed credit may be earned at the high school, on-site at the postsecondary institution, through distance learning, or internet courses. These courses may also be referred to as "technical college credit" or "dual credit" courses when they are taught by a high school teacher with Wisconsin Technical College System Articulation Certification and an "Articulation Agreement" between the high school and the technical college is on file.

Who to Contact:	Web Resources/Contact:
Department of Public Instruction	Karin J Smith, Academic & Career Planning/Dual Enrollment Consultant (608) 267-3161 Karin.Smith@dpi.wi.gov
Wisconsin Technical College System – Summary of Articulation & Dual Enrollment Agreements.	Articulation & Dual Enrollment Agreements – Transcribed Credit <u>Note</u> - click on Transcribed Credit 2019-2020 (The dates are always 1 year behind the school year)

Advanced Standing: High school students are eligible to receive technical college credit if they successfully complete a course taught by a high school teacher using a high school curriculum wherein the high school and the technical college have aligned curriculum competencies and developed an "Articulation Agreement." Upon enrollment in a technical college the student is awarded credit for the course(s) taken in high school. In addition to articulation resulting from these course to course agreements, there are other learning opportunities such as Youth Apprenticeship and Certified Cooperative Education programs that could result in advanced standing credit. All Wisconsin technical colleges will accept advanced standing from another technical college if the course is comparable to competencies and credits awarded at the second technical college.

Who to Contact:	Web Resources/Contact:
Department of Public Instruction	Karin J Smith, Academic & Career Planning/Dual Enrollment Consultant (608) 267-3161 Karin.Smith@dpi.wi.gov
Wisconsin Technical College System – Summary of Articulation & Dual Enrollment Agreements.	Articulation & Dual Enrollment Agreements – Advanced Standing <u>Note</u> - click on Advanced Standing 2019-2020 (The dates are always 1 year behind the school year)

Audit Course: Opportunity for high school students who receive SSI or SSDI to audit any course at a UW system institution at no charge (no charge applies to tuition fees only).

Who to Contact:	Web Resources/Contact:
UW System Financial Administrative Agreements	Class Audit Policy Note - Refer to Section 1 paragraph E
University of Wisconsin System Disability Resource Services Specialist	Coordinators of Services for Students with Disabilities

College Credit in High School: Opportunity for high school students to earn both high school and college credit by participating in college level courses that are taught in the high school by college-certified high school instructors. To earn the college credit, the student must pay any tuition amount determined by the college and the district under provisions of Early College Credit Program (see separate section below on Early College Credit Programs). Students must also meet the institution’s admissions and course enrollment criteria. **Note:** For some transcribed credit programs, the student may have to pay full or partial tuition

Early College Credit Program: The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Course Options statute was changed to Part-time open enrollment. The Youth Options statute (**118.55**) was renamed the Early College Credit Program (ECCP). The ECCP statute allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, “institution of higher education” means an institution within the University of Wisconsin System, a tribally controlled college, or a private, nonprofit institution of higher education located in the state. While technical colleges are not eligible institutions under the new program, pupils that have completed 10th grade will continue to have the option to take courses at technical colleges through a separate statute, **38.12(14)**. School districts should contact the Wisconsin Technical College System listed below for more information on technical college dual credit options. All changes are effective 7/1/2018.

Who to Contact:	Web Resources/Contact:
CUW System Disability Resource Services Specialist (coordinate student academic accommodation plans)	Disability Resource Services Specialist
Department of Public Instruction (DPI)	Early College Credit Main Webpage Karin J Smith, Academic & Career Planning/Dual Enrollment Consultant (608) 267-3161 Karin.Smith@dpi.wi.gov

Start College Now Program: “Start College Now” will allow high school students the opportunity to take college courses at Wisconsin Technical Colleges. Statute **38.12 (14)** lays out all the aspects of the program.

Who to Contact:	Web Resources/Contact:
Wisconsin Technical College System Disability Services	Main website for Wisconsin Technical College System Staff Directory – Disability Services Coordinators
Department of Public Instruction (DPI)	Start College Now Main Webpage Karin J Smith, Academic & Career Planning/Dual Enrollment Consultant (608) 267-3161 Karin.Smith@dpi.wi.gov
Dual Enrollment Guidance for High School Students with Disabilities	Dual Enrollment & High School Students with Disabilities
Wisconsin Technical College System – Start College Now Updated Information	https://mywtcs.wtcsystem.edu/student-success/career-prep/new-start-college-now-(formerly-youth-options)
Wisconsin Technical College System – Career Prep Coordinators	Career Prep Coordinators – Staff Directory

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Frequently Asked Questions about Project SEARCH in Wisconsin

What is Project SEARCH?

Project SEARCH is a program designed for students with an intellectual or developmental disabilities to provide real-life work experience to help youth with disabilities make successful transitions from school to work and adult life. The project supports students in learning employability skills by completing rotations in workplace internships during the final year of school transition services. Individuals 18-24 years of age no longer in school who qualify for services from the Division of Vocational Rehabilitation (DVR) and have long-term supports in place are also eligible. Project SEARCH originated at Cincinnati Children's Hospital and now has sites at a variety of businesses across the United States and in the United Kingdom, Holland, Bahrain, and Ireland. The primary objective is to help youth with significant disabilities secure **competitive integrated employment**, and the majority of interns achieve that goal.

The internship and rotations are led by the employer, which means students learn relevant, marketable skills while immersed in the business. Internships run each school day for about 4-5 hours with a classroom component of 1-2 hours per day for the entire school year. Project SEARCH partners provide consistent on-site staffing, including a licensed special education teacher and skills trainers (formerly called job coaches) funded by the Division of Vocational Rehabilitation (DVR). When it is the right fit for a student, Project SEARCH can be an invaluable part of transition services, providing high quality services, collaborating with the DVR, meeting requirements under the Workforce Innovation and Opportunity Act (WIOA), and supporting positive employment outcomes. Individuals interested in participating in Project SEARCH must complete an application and attend an assessment day arranged at the host business. Project SEARCH strives to find a good fit for both applicants and the host business, so not everyone who applies will be accepted for an internship.

What are Project SEARCH Employment Outcomes in Wisconsin?

Project SEARCH has a track record of very positive results for employment. The 2019 Post School Outcomes (PSO) survey of former high school students with disabilities, found that just about 27% of youth with an intellectual disability or autism were competitively employed one year after leaving school. The Project SEARCH statewide outcome is significantly higher at 77% individual employment at 16 hours per week or more.

	2019 WI PSO Survey Data Intellectual Disability + Autism	Project SEARCH Intern Outcomes 2018-2019
Competitive Integrated Employment	27%	77%

How does Project SEARCH Align with Transition Planning Requirements under IDEA and WIOA?

Based on IDEA Special Education Indicator 13, a student's Postsecondary Transition Plan (PTP) requires measurable postsecondary goals for education and training, employment and independent living, where appropriate. WIOA requires that students with disabilities be provided Pre-Employment Transition services. The Project SEARCH curriculum incorporates goal setting and age appropriate transition assessments conducted daily through observations in the classroom and the work environment. Pre-Employment Transition Services provided through Project SEARCH include **Work-based learning** experiences and **Social and Independent Living Skills** training.

What is the Role of a School District in Supporting Students to Participate in Project SEARCH?

The cost to a district of placing a student in a Project SEARCH internship typically ranges from \$7,000.00 - \$8,500.00 total for the 9 months, not including transportation costs. DVR, serving as another partner, can provide funding for transportation as well as a portion of the **systematic instruction** (job coaching) support required by student interns.

The expenses for the host district that hires the teacher are personnel costs and instructional supplies needed. These might be items such as timers, white boards, and iPads. Project SEARCH does not require an investment in infrastructure, such as office space, by the host district.

In addition to having its own students participate in Project SEARCH, the host district can enter into a 66.0301 cooperative agreement with other school districts to fill internship slots. Under a cooperative agreement, the host district would serve as the fiscal agent. A 66.0301 agreement allows for specific cost contracts versus a flat rate open enrollment fee. Under a 66.0301, the host district would claim the categorical aid and be responsible for sending a proportional share back to each participating district. More information about cooperative agreements can be found on the DPI website at <http://dpi.wi.gov/sfs/finances/fund-info/package-cooperative-funds>.

What is the Role of DVR in Supporting Project SEARCH?

Project SEARCH is a transition program that braids school and DVR funding to support employment outcomes. DVR pays on average \$5,168.00 per student for Project SEARCH Skills Training to assist students to learn job tasks and soft skills during the nine month period when students are interning with Project SEARCH. The DVR-funded skills training/systematic instruction is provided by a vocational support agency, or vendor working in conjunction with the special education teacher.

In addition, DVR funds job development to Project SEARCH interns to support the attainment of permanent employment after completion of Project SEARCH. The range of cost for this DVR-funded support is between \$1,500- \$2,100 for the job development plus \$800 a month for systematic instruction up to 6 months. Thus, DVR funding for these components of Project SEARCH bring substantial additional resources for student transition services.

Who Funds and Provides Transportation for Students in Project SEARCH?

Transportation decisions are made at the local level by IEP teams, including DVR staff and families, for high school students participating in Project SEARCH. The 66.0301 agreement can either include provision of transportation to all students participating in Project SEARCH by the host district or make students' home districts responsible for transportation to and from the Project SEARCH site. Transportation would remain an aidable cost. For some interns, DVR can also help pay for transportation if deemed appropriate based on the situation. Whenever available, public transportation, including use of cabs/ride service companies, should be considered with the goal of fostering independence for the future. Natural supports (family, friend, neighbor, co-worker) can also be an option.

What Additional Partners are involved in Project SEARCH?

True collaboration among partner agencies is built into the Project SEARCH model. This leads to seamless transition services and sustainability. In addition to the business, schools, and DVR, Long Term Support, Family Care/IRIS, families and community rehabilitation agencies (vendors) are also active partners to ensure student success.

How many Students can be involved in the Program and at what age can a Student become involved in Project Search?

Project SEARCH classes typically include 10-12 student interns. For a high school Project SEARCH program, the students need to be at least 18 years old to be considered for the program. Project SEARCH was originally designed for transition-aged youth, however at times young adults may be enrolled in the program to make the program more cost effective.

What does a Typical Project SEARCH Day look like?

The student interns are typically on site for at least 6.5 hours Monday-Friday. Ideally the Project SEARCH program has a training room at the host business that serves as their classroom for the entirety of the program. During class times, employability skills are taught. A **sample** schedule of an intern's day would look like this:

- 7:50 Arrival at host business site
- 8:00 Project SEARCH Employability Skills Curriculum
- 9:00 Internship Rotations - learning competitive, marketable skills
- 11:30 Lunch
- 12:00 Internship Rotations continue
- 2:00 Return to classroom, review of day, journaling
- 2:30 Adjourn for the day

Where is Project SEARCH available to Students in Wisconsin?

As of August 6, 2020 Project SEARCH sites will be operating throughout Wisconsin in urban and rural areas.

Project SEARCH Site	Instructor and School District(s)	Vocational Provider	Start Date
1. MADISON University of Wisconsin Hospital/Clinics William S Middleton Memorial Veteran's Hospital	Madison Metropolitan School District and Area School Districts	MARC – Responsive Employment Services	2008
2. MARSHFIELD Ascension Ministry Health Care (St. Joseph's)	Unified School District of Marshfield and Area School Districts and UW-Whitewater	Opportunity Development Center	2011
3. MENOMONIE Walmart Distribution Center #6025	CESA 10 Area School Districts	LE Philips Career Development Center	2011
4. WAUWATOSA Children's Hospital of Wisconsin	Easter Seals Southeast WI Area School Districts and UW-Whitewater	Easter Seals Southeast WI	2011
5. APPLETON St. Elizabeth Hospital	Appleton Area School District	Valley Packaging, Inc	2013
6. WAUKESHA Waukesha Memorial Hospital	Easter Seals Southeast WI Area School Districts and UW-Whitewater	Easter Seals Southeast WI	2013
7. GREEN BAY St. Vincent Hospital Bellin Hospital	CESA 7 Area School Districts	ASPIRO	2015
8. MILWAUKEE Milwaukee County Zoo	Goodwill Industries Area School Districts and UW-Whitewater	Goodwill Industries, SEW	2015
9. RIVER FALLS River Falls Area Hospital	River Falls School District and Area School Districts and UW-Whitewater	Bridge for Community Life	2015
10. SAUK PRAIRIE Sauk Prairie Hospital	Sauk Prairie School District Area School Districts	MARC – Responsive Employment Services	2015
11. STEVENS POINT Sentry Insurance	Stevens Point School District	Innovative Services, Inc.	2015
12. WAUWATOSA Froedtert Hospital	Easter Seals Southeast WI Adult Only Program – UW Whitewater	Easter Seals Southeast WI	2015
13. WISCONSIN DELLS Kalahari	MARC – Responsive Employment Services Area School Districts	MARC – Responsive Employment Services	2015
14. WISCONSIN RAPIDS Aspirus Riverview Hospital and Clinics	Wisconsin Rapids School District	Opportunity Development Center	2015

Project SEARCH Site	Instructor and School District(s)	Vocational Provider	Start Date
15. EAU CLAIRE Mayo Clinic	Eau Claire School District and Area School Districts and UW Whitewater	L.E. Phillips Career Development Center	2016
16. OSHKOSH Mercy Medical Hospital	Oshkosh School District	Goodwill Industries, NCW	2016
17. RICE LAKE Rice Lake Weighing and Manufacturing	Ventures Unlimited, Inc. Area School Districts and UW Whitewater	Ventures Unlimited, Inc.	2016

NEW PROJECT SEARCH SITES 2017 and 2018:

Project SEARCH Site	Instructor and Districts	Vocational Provider	Start Date
18. LACROSSE Gunderson Health System	La Crosse and Holmen School Districts	Riverfront	2017
19. MINOCQUA Howard Young Medical Center	Minocqua School District and Area School Districts	Headwaters, Inc.	2017
20. RACINE/KENOSHA Andis Manufacturing	Racine School District and Area School Districts	Easter Seals Southeast WI	2017
21. WATERTOWN Watertown Medical Center	Watertown School District	Bethesda Lutheran Communities	2017
22. WEST BEND St. Joseph Hospital	Easter Seals Southeast WI <i>Adult Only Program - UW Whitewater</i>	Easter Seals Southeast WI	2017
23. WEST BEND West Bend Mutual Insurance Company	West Bend School District	Threshold Inc.	2017
24. MILWAUKEE General Mitchell International Airport	Goodwill Industries, SEW <i>Adult Only Program</i>	Goodwill Industries, SEW	2017
25. JANESVILLE Mercy Health Hospital	CESA 2, Beloit, Janesville, Edgerton, Milton, and Parkview schools	Riverfront Inc.	2018
26. PLATTEVILLE UW Platteville	CESA 3 Platteville and Area School Districts	Hodan Community Services	2018
27. WAUSAU Aspirus Hospital	CESA 9	Opportunity Development Centers, Inc.	2018

New Project Search Sites for 2020-2021: **Three new sites were awarded for this year, however due to COVID, no host business as of yet. They are: Kimberly, Superior and Green Bay (Adult Only)

- For general information about the Project SEARCH job training program, please visit: <https://dwd.wisconsin.gov/dvr/programs/project-search/>
- For more information about Project SEARCH in Wisconsin and availability in your area, please contact: Paige Parr Paige.parr@dwd.wisconsin.gov 715 544 9171

WHAT SCHOOL COUNSELORS NEED TO KNOW ABOUT SPECIAL EDUCATION TRANSITION AND IEP PLANNING



WHAT IS THE ROLE OF THE SCHOOL COUNSELOR IN TRANSITION PLANNING?

You are Important! School Counselors can provide many valuable insights at an IEP meeting, from knowledge of postsecondary education programs to school classes and preparations that lead to successful post-school entry. Counselors can help IEP team members think ahead and prepare students in their course of study so they have the scope and sequence of classes needed for admission to postsecondary programs or entry into high quality employment following high school exit.



PLANNING THE TRANSITION FROM SCHOOL TO ADULT LIFE – AN INTRODUCTION

Transition planning is important because it provides a framework for identifying long-range goals and the services and strategies that will help students as they make the shift from school to adult life.

The Individuals with Disabilities Education Act (IDEA) is the federal law that guarantees students with disabilities the right to a free, appropriate education. For every student eligible for services under IDEA, the local school district must develop and implement an Individualized Education Plan (IEP) describing the unique set of services and supports needed. When IDEA was reauthorized in 1997, Congress put a major focus on improving adult outcomes. In 2004, the purpose of the Act was further expanded to ensure that students with disabilities have access to special education and related services designed to prepare them for employment and independent living.

WHAT IS TRANSITION?

Transition services are defined as educational activities and supports designed to assist students with disabilities to reach measurable postsecondary goals. The determination of specific transition service needs stems from individual results of various age-appropriate transition assessments.

The Wisconsin Department of Public Instruction (WI DPI) promotes the objective of educational services for all students as preparation for College and Career. Academic Career Planning has been added as a requirement for students in grades 6-12. In addition, the federal Workforce Innovation and Opportunity Act (WIOA) includes the collaborative responsibility of school, vocational rehabilitation services and long term support to provide Pre-Employment Transition Services to students.

WHEN DO TRANSITION PLANNING AND SERVICES BEGIN?

In Wisconsin, students aged 14 and above must have an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services that will reasonably enable the student to meet those postsecondary goals, including courses of study, and annual IEP goals related to the student's transition service needs. The IEP must include a plan for transition services that allows the IEP team to consider other educational experiences in the school or in the community that can help the student achieve his/her desired post-school goals or outcomes (college, employment, military, technical training, independent living). This statement must be based on the student's preferences, interests, needs and strengths and be reviewed every year as part of the IEP process.

WHO IS INVOLVED IN TRANSITION PLANNING?

Many individuals should come together to form a team to help the student plan for transition. In addition to the student and their family, other members include special education and general education teachers, related service providers and administrators. Some schools have transition specialists who may be well-informed about resources and adult services in the community. School Counselors are always welcome to attend and may be invited.

WHAT SCHOOL COUNSELORS NEED TO KNOW ABOUT SPECIAL EDUCATION TRANSITION AND IEP PLANNING



Representatives from agencies that provide post high school services should be involved, including the Division of Vocational Rehabilitation (DVR) Services, the Department of Human Services - Aging and Disabilities Resource Center (ARDC) and Disability Specialists from Institutes of Higher Education. Others may serve as one-time or ongoing consultants to the team, sharing expertise or insight to help the team plan and make decisions.

HOW ARE THE ACP AND PTP COMPLEMENTARY?

Transition must be based on the student’s needs, taking into account his/her strengths, preferences, and interests. It includes: job exploration counseling services, work based learning experiences, postsecondary and higher education related services, work readiness social and independent living skills services for home and community, and instruction in self-advocacy. These transition services should be identified after age appropriate assessments have been provided for the student to identify their preferences, interests, needs and strengths. This can and should start with the assessments that all students are participating in through the Academic and Career Planning process and reviewing the transition services will allow you to see a connection between the Academic and Career Plan activities and instruction, as well as additional services that can be put into place to help the students meet their post-secondary goals.

Postsecondary Transition Plan (PTP) Age Appropriate Transition Assessment <ul style="list-style-type: none"> Selected assessments to fill in gaps of information that the team has on the student to identify their Preferences, Interests, Needs, and Strengths. Assessments in the area of: College Readiness, Employment, Independent Living, Self-Advocacy, Learning Style, etc. 	Academic Career Plan (ACP) Academic Career Planning Tool <ul style="list-style-type: none"> Discuss with special education case managers appropriate accommodations and modifications to make assessments appropriate for all students. Work with special education case managers to identify and review career planning assessments.
Post-Secondary Goals <ul style="list-style-type: none"> Education and Training Employment Where appropriate, Independent Living 	Discussion about Post-Secondary Goals <ul style="list-style-type: none"> Education and Training: Discuss details of programs and outcomes with students. Employment: Use of Wisconsin Career Pathways to identify career choices.
Pre-Employment Transition Services <ul style="list-style-type: none"> Job Exploration Counseling Services Work Based Learning Experiences Postsecondary and Higher Education Related Services Social and Independent Living Skills for Home Social and Independent Living Skills for Community Instruction in Self-Advocacy 	Academic and Career Plan Process <ul style="list-style-type: none"> Identify direct links between Pre-Employment Transition Services Work as a part of the IEP Team to identify opportunities present in the district and community (extracurricular activities, job shadows, youth apprenticeship, etc.) that would aide in the student meeting their postsecondary goals. Suggest as a transition service.
Course of Study <ul style="list-style-type: none"> Development of a list of specific courses that the student will take in school. Align to student’s postsecondary goals. 	Course of Study Development <ul style="list-style-type: none"> Align to courses in the PTP, make adjustments as necessary Discussion of High School Pathways aligned to student’s goals.

WHAT TRANSITION TOPICS SHOULD THE SCHOOL COUNSELOR BE FAMILIAR WITH?

When should a student with disabilities graduate?

IDEA-eligible students are entitled to receive special education services through the year in which they turn 21 years old. Although many students with disabilities will complete their diploma requirements before that time and graduate with same age peers, some will continue to need services. Once a student accepts a diploma the district is no longer required to continue services under IDEA. The IEP team must work together to carefully consider if the student requires services beyond the traditional “senior year”.

Can a student with disabilities participate in commencement ceremonies, even if he/she is not accepting a diploma?

There is an important distinction between participation in commencement ceremonies and accepting a diploma. There is nothing in statute or regulation that prohibits a school district from allowing a special education student who will not receive a diploma to participate in the graduation ceremony with his or her classmates.

WHAT SCHOOL COUNSELORS NEED TO KNOW ABOUT SPECIAL EDUCATION TRANSITION AND IEP PLANNING



Are there special considerations for students who plan to attend college?

At the college level, education is no longer a right or an entitlement, but a matter of eligibility. Students with disabilities are admitted to college the same way as all other students. Students research the schools that interest them, go visit, meet other students and staff, and ask questions. For students who plan to attend college, a waiver of challenging high school courses such as advanced math and foreign language is not recommended. Colleges are not required to waive courses deemed essential to the curriculum.

It is important to understand that all colleges are different and policies and procedures vary from one college to the next. Ask about admission requirements including SAT or ACT exam scores. Community colleges or other junior colleges may not require a high school diploma for admissions; some offer high school equivalency diploma programs or dual enrollment. Students are not required to tell the college Admissions Office about a disability, but doing so will allow the college to provide information about services for students with disabilities.

Many colleges allow students with disabilities to ask for special consideration during the admissions process, if needed. Ensure students with disabilities attend college fairs and meaningfully participate in activities. Meeting and working with a Disability Specialist on campus will help ensure a pathway for success.

Are there postsecondary programs for students who are involved in an alternate curriculum?

Yes, there are inclusive college programs available for students who have an intellectual or developmental disability. [Think College](#) is a national organization dedicated to developing, expanding, and improving inclusive higher education opportunities for people with intellectual and developmental disabilities. Visiting this website can help you learn about inclusive programs in this state and around the country. In addition, there are resources available to help in learning more about programs and aid in preparation for students and families.

Wisconsin Transition APP: <https://www.witig.org/witransition-app.html>

The Wisconsin Transition Improvement Grant (TIG) has designed a transition app to increase self-direction and self-advocacy for all Wisconsin youth in the transition planning process. This app is designed to help Wisconsin students and family members participate in the transition planning process. The questions in the app help students give input into the requirements of the state and the Individuals with Disabilities Education Act (IDEA). As a side note, this app can be used with students who are not receiving Special Education Services as a part of the ACP process.

Postsecondary Transition Plan (PTP) Demo at <https://apps4.dpi.wi.gov/PTPDemo/Pages/DistrictMenu.aspx>

The Department of Public Instruction (WDPI) has developed a web-based Postsecondary Transition Plan (PTP) to assist IEP teams in documenting the post high school transition requirements while meeting individual student needs. To prepare for the PTP portion of the IEP meeting, please visit the [PTP Demonstration Site](#). As you progress through the document, you will see blue "Learn More" buttons which provide definitions, examples and resources that will help you plan and prepare for each step of transition planning before the IEP meeting. As a member of the IEP team, you can help select career cluster(s) and pathway(s) that describe the student's preferences, interests, needs and strengths.

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.

Community Conversation Planning Worksheet



Identify Team Members: (Include parents, students, school staff, current employer, business community, local legislators, contacts that have numerous connections in the community, etc.)

Possible Community Locations
(Consider size, location, access to technology, cost, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Possible Dates and Times:
(Look at conflicting community and school events)

- _____
- _____
- _____
- _____
- _____

Financial Considerations:

Funding Needs:	Donors/Fundraising Ideas:
----------------	---------------------------

Determine 2-3 ideas for the main topic of your conversation? (Student employment, transportation, strengthening school-business partnerships, etc.)

- 1.
- 2.
- 3.

Potential Questions for Community Conversation Discussions:

1. _____
2. _____
3. _____
4. _____
5. _____

Possible Table Facilitators (guides the discussion), Table Notetaker and Event Facilitator (emcee):

1. _____
2. _____
3. _____
4. _____
5. _____

List of Local People to Invite (if your topic is employment, consider completing the employer mapping activity that you can find here:)

(consider your topic and community “movers and shakers” and review team member list above)		

Promote! Media Contacts and Who Will Organize (newspaper, television, social media, etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Community Conversation Planning Schedule

Task	Target Date	Person Responsible	Completed Date
1st planning meeting			
Secure location and date			
Draft invitation and event agenda			
2nd planning meeting			
Invitations finalized and out			
Questions finalized			
Logistics and agenda finalized			
Host Community Conversation			
Post-conversation tasks and follow-up – IMPORTANT!!!			



Think of ways can you get youth with disabilities and their family members involved in the planning an event? Showcase student leadership and ability.

Adapted from Shannon Webb, Nancy Molfenter and the Let’s Get to Work Grant.

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Section 6: Annual Goals & Pre-Employment Transition Services

The student's IEP must contain at least one annual goal or short-term objective that will reasonably enable the student to make progress toward meeting each of the stated postsecondary goals. The annual goal/s can be documented in the student's PTP. It is important to look at the student's current skill set and identify what skills the student will need in the future to be successful in a postsecondary education/training environment, in an employment setting, and in an independent living environment. Annual goals and objectives should be created by the IEP team, and should be based on data collected prior to the IEP meeting. The annual goals should address the gaps in these skill sets and focus on academic, functional, and behavioral skills. It is helpful to set and assess the attainment of benchmarks that can be monitored on a regular basis. This can serve as evidence that the student is progressing and mastering the skills identified in the annual goals.

Examples of Annual Goals:

Trevon will complete the CTE Welding I course, improving his ability to read blueprints from a baseline of interpreting a basic weld from a sketch with independent 95% mastery to mastering by fabricating parts from a drawing or a sketch with 80% accuracy over 5 attempts.

Given direct instruction in the high school Business Math course and guided practice, Cheyenne will create spreadsheets using money management software from a baseline of budgeting for shopping for one day to being able to budget for all expenses for one month with a 20% savings contribution left at the end of the month for 10 out of 12 months of the annual budget.

With the provision of systematic instruction, Alex will complete all steps in the grocery-bagging task analysis from a baseline of 10 verbal prompts to a goal of no more than two verbal prompts for three or more consecutive trials by May 2020.

Jose will independently complete his daily planner to assist in tracking assignments and due dates for all classes, with no more than one verbal prompt, in 4 out of 5 opportunities. Jose currently does not utilize his planner for assignment tracking.

Pre-Employment Transition Services

Transition services are services or activities in the PTP that assist the student in meeting their postsecondary goals. Transition services are defined as educational activities and supports designed to assist students with disabilities to achieve IEP goals and leave school prepared to reach their measurable postsecondary goals. The determination of specific transition service needs stems from individual results of age-appropriate transition assessments and the IEP Team planning process.

The Transition Improvement Grant has developed and revised several online tools to assist educators in providing instruction in self-advocacy to students with IEPs. Students who are able to self-advocate for their rights, and abilities are more successful with their post school goals as they are able to ask for accommodations on jobs and in college settings.

Speak Up! Becoming a Self -Advocate This curriculum teaches students to "Speak Up" and to develop self-advocacy skills. Through the "Speak Up" Becoming a Self-Advocate curriculum, students will learn important skills and knowledge, including: using disability-related terminology, self-assessing their disability and accommodation needs, identifying possible career interests, understanding laws and legal rights, and planning for education, training and employment.

Wisconsin Self-Directed Transition Planning Lesson Plans These 15 lesson plan starters are intended to be used by teachers to support self-direction with the Postsecondary Transition Plan (PTP) with the goal of students directing their IEP process. These lessons are aligned with the Wisconsin Postsecondary Transition Plan (PTP) application and were designed to be used by educators to support self-directed transition planning and instruction. The lessons are to be considered “starter lessons” and used in small sections or to develop an entire semester course. Each lesson introduces a basic concept of transition planning but also outlines extension activities to be used when creating a full course curriculum.

New Way of Thinking The purpose of A New Way of Thinking is to assist students in developing self-confidence. This guide was created for middle school students and students new to discovering their disability. What makes A New Way of Thinking unique is that it was adapted from the Pennsylvania Youth Leadership Network which was created by youth for youth. Also, the guide has a chapter on Automatic Negative Thoughts referred to as ANTs. This chapter was adapted from the work of Dr. Amen who is a world renowned, award-winning, New York Times bestselling psychiatrist. Dr. Amen has dedicated his work to changing the lives of people all over the world.

Self-Directed Career and College Ready Individualized Education Program or CCR IEP Guide This document was created to help inform students about the CCR IEP forms and process in a student friendly way. You can use this document to support pre-planning for a student’s CCR IEP meeting and as a way for the student to understand their CCR IEP. The CCR IEP Guide is not just a compliance document. When used with your CCR IEP, it can be a tool in making positive changes for students with IEPs.

WiTransition App The transition planning app was created to increase self-direction and self-advocacy for all Wisconsin youth in the transition planning process. The app is designed to help students and family members participate in the transition planning process. The questions in the app help students give input into their Postsecondary Transition Plan (PTP) and provide the student’s voice during IEP meetings and as they plan for their future after high school.

Visit the [TIG site](#) for more details and access to the Wisconsin Self-Advocacy Suite.

TIG Pre-ETS Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Transition Services Outlined in the PTP](#)

[Servicios de Transición - Transition Services Outlined in the PTP - Spanish](#)

[Transition Services and the Workforce Innovation and Opportunity Act](#)

TIG Self-Advocacy

[Increasing Self Advocacy Skills: Connections for College and Career Readiness Initiatives](#)

[Using the Self-Directed College and Career \(CCR\) Individualized Education Plan \(IEP\) Guide](#)

[Self Advocacy Suite Postcard](#)



**Transition Services and the Workforce Innovation and Opportunities Act
(WIOA)
What it means for Schools, Families and Youth with Disabilities**



Workforce Innovation and Opportunities Act

Overview

WIOA is the acronym for a federal law called the Workforce Innovation and Opportunity Act. It was signed into law in July 2014 to replace the portion of the Rehabilitation Act formerly called the Workforce Investment Act (WIA). WIOA creates both new opportunities and responsibilities for schools in partnership with the Division of Vocational Rehabilitation (DVR) to support students and youth with disabilities as they transition from school to college and/or competitive integrated employment in the community. WIOA aligns with the Wisconsin Department of Public Instruction (WDPI) agenda, College and Career Readiness for all students.

The WDPI promotes the objective of educational services for all students as preparation for College and Career readiness. Academic Career Planning (ACP) is a requirement of educational services for all students in grades 6-12. In addition, the federal WIOA includes the collaborative responsibility of school district, the Division of Vocational Rehabilitation services and long-term support to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities.

Postsecondary goals and transition planning have been required under IDEA for many years. The intent of the strengthened transition planning requirements in IDEA Amendment 2004 were directed to support improved college and career outcomes for students who received special education services. As a part of the IEP, Postsecondary Transition Plans (PTP) require goals for after high school in the areas of:

- Education and Training
- Employment
- Independent Living as appropriate for the student's transition plan

Setting these goals must be supported by:

- An Age Appropriate Transition Assessment
- Course of Study
- Transition Services
- Annual Goals

Meaningful post-school goals based on age appropriate transition assessments were already required under IDEA; along with determining a student's course of study, transition service needs, and annual goals to support movement toward post-school goals. The role of schools is to prepare students to be ready to launch into the next phase of reaching their life goals after graduation.

What does this mean to add WIOA law into the game? Transition requirements remain the same as they were. WIOA is an opportunity to strengthen the original intent of transition planning requirements for students.

WIOA simply is:

- New FEDERAL Legislation
- Part of the Rehabilitation Act
- Replaces WIA (Workforce Investment Act)



The intent of WIOA is to enhance the services available in school for students with disabilities; however, the partnership with DVR does not replace or reduce the school district's obligation to provide transition services as part of the IDEA.

School and the Division of Vocational Rehabilitation (DVR) Collaboration

In 2014, Vocational Rehabilitation was mandated by the Rehabilitation Services Administration to reserve 15% of its service budget to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities in high school. This is a great opportunity for schools and DVR to work together, share responsibilities, and create positive postsecondary outcomes for students with disabilities. This shift requires:

- Increased responsibility to collaborate with the DVR.

Under WIOA, students ages 14-24 can no longer go to work for sub-minimum wage without first exploring community employment through DVR services. This means the school district will no longer be allowed to purchase transition services that involve training in work that typically pays sub-minimum wage paid under a 14(c) sub-minimum wage certificate. A school district can however contract with community service providers/vendors for community-based services aimed at supporting competitive integrated employment. Teachers, school counselors, and other school staff members can increase collaboration with DVR, families and students by:

- Sharing information with students and their family about what services DVR can provide.
 - Creating additional ways for DVR Counselors to be in schools and meeting with students and family members on a regular basis.
 - Helping students apply for DVR services through an on-line process to connect them to employment services.
 - Engaging students and their family to learn what matters to them.
 - Raising expectations for the student's future plans and dreaming the possibilities.
 - Identifying the student's and their family's expectations, interests, strengths, motivators, successes, personal satisfaction and relationships with others in their community.
 - Continuing to foster self-advocacy skills, self-awareness and self-determination skills for all students!
- Reframe the provisions of transition services to match the Pre-ETS outlined in WIOA.

School districts and the DVR are responsible for providing Pre-ETS to students with the intention of increasing their outcomes and more importantly the outcomes of students with disabilities. The WDPI, along with the Transition Improvement Grant (TIG), has created transition service options in the Postsecondary Transition Plan (PTP) to align with WIOA Pre-ETS categories. This list was written to be as student and family-friendly as possible to assure all transition partners will have the opportunity to engage in the transition planning with the student. Schools/WDPI will be responsible to share data with DVR to ensure the provision of Pre-ETS to students is completed and vocational opportunities are provided.

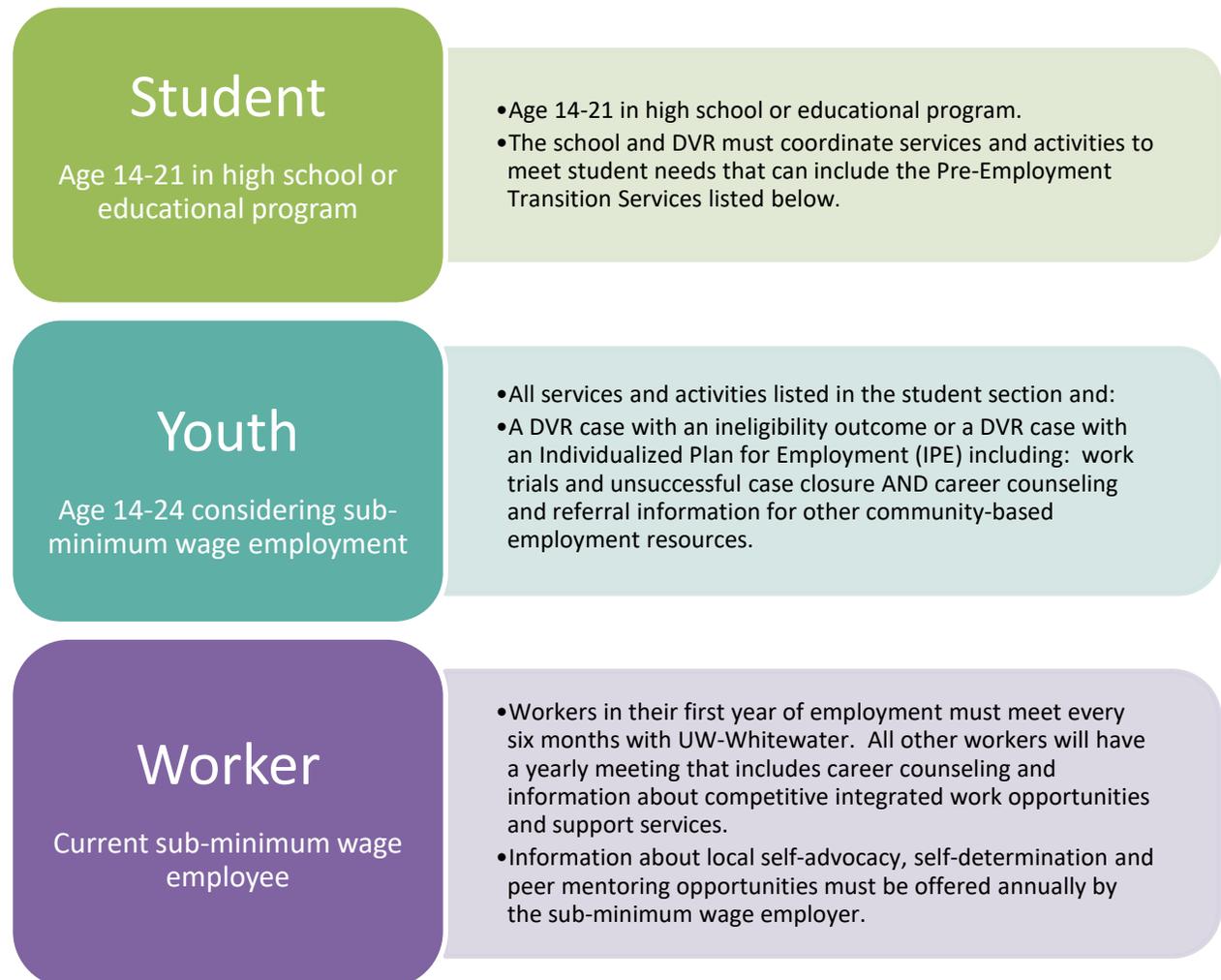
Competitive Integrated Employment

Competitive integrated employment is the goal for all students. This is defined under WIOA as:

- Work should be performed on a full-time or part-time basis;
- Work should be compensated not less than the applicable state or local minimum wage law (is the customary wage-not below minimum wage);
- The worker should be eligible for the level of benefits provided to other employees;
- The work should be at a location that is in the community where the employee works with people without disabilities who do not supervise them;
- The job presents opportunities for advancement.

It is the responsibility of the DVR and the school district to provide services and documentation of those services at different milestones which align and support the new competitive integrated employment definition defined by the Department of Workforce Development.

Those milestones include:



At this time, a student in Wisconsin would not be allowed to engage in sub-minimum wage employment. Rather, students will be given the opportunity to explore competitive integrated employment to fully engage in their skills, abilities, and talents while working in a community setting

along with their same age peers and individuals without disabilities. The WIOA specifies requirements for both school district's and the DVR is to ensure that students with all disabilities, including students with significant disabilities, are included in supports and services in order to facilitate transition to competitive integrated employment and other outcomes. Section 113 of the WIOA states specific responsibility for "developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to:

- Obtain and retain competitive integrated employment
- Participate in postsecondary education experiences
- Live independently

The WIOA includes use of customized employment strategies to support students with significant disabilities as well. Customized employment is developed through an agreement between the employee and employer to meet the needs of both parties to create a positive job match.

Postsecondary Transition Plan (PTP)

Early transition planning is an integral part of planning for the future. In Wisconsin, we have an online application for developing a Postsecondary Transition Plan called the PTP. The PTP assists the Individual Education Program (IEP) teams in documenting the transition requirements while individualizing the student's needs in planning for their future after high school. PTP documentation is required at age 14 and above, but is encouraged at an earlier age if the IEP Team feels it is necessary. There are eight components to consider when completing the PTP.



WDPI and the TIG have also created an online app, WiTransition, which can be found at www.witransition.com. This app mirrors the PTP while providing a fun and language friendly way to incorporate the student and family voice in the transition planning process.

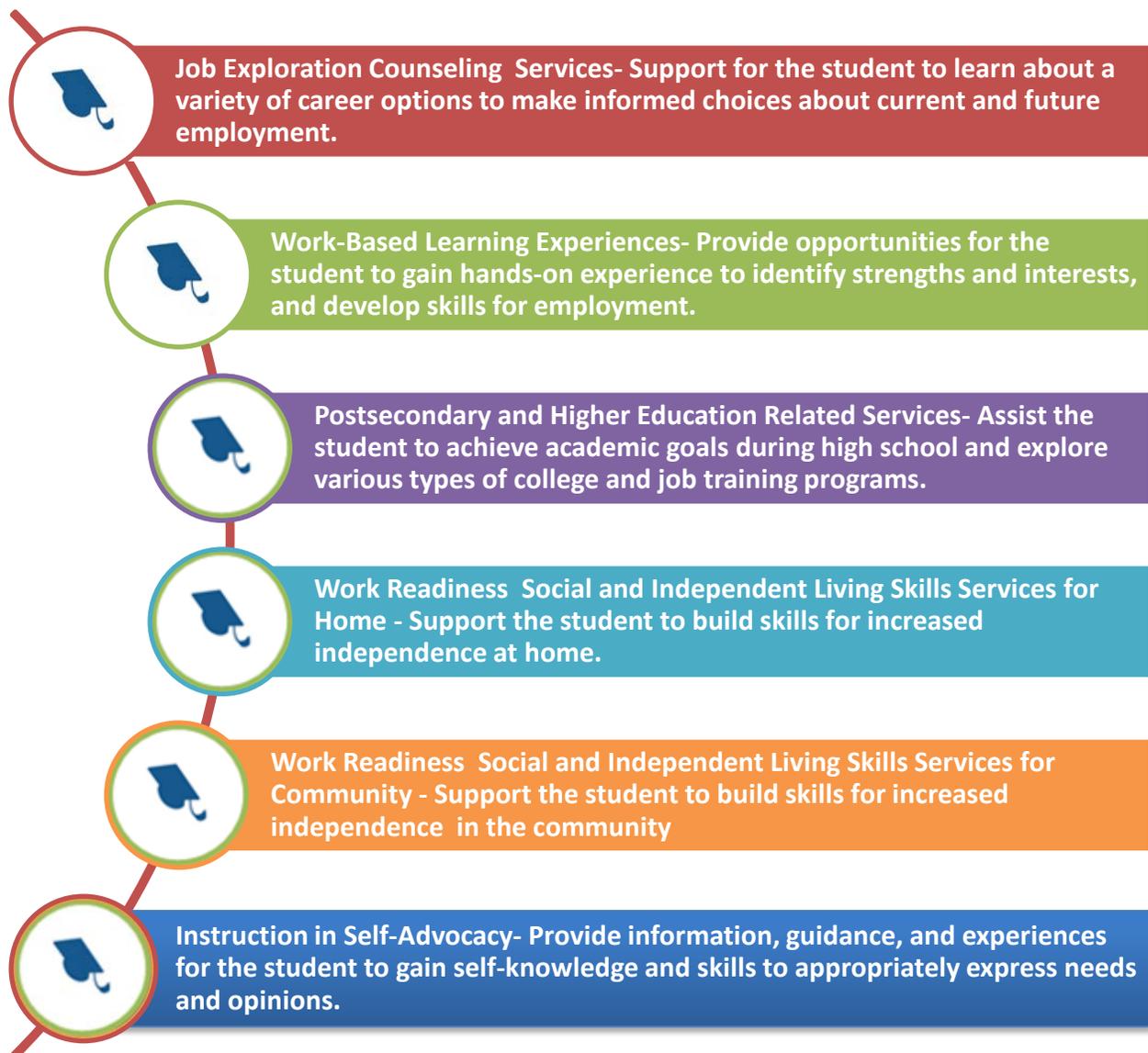
Transition Services in the PTP

Transition services are services or activities in the PTP that assist the student in meeting their postsecondary goals. Transition services are defined as educational activities and supports designed to assist students with disabilities to achieve IEP goals and leave school prepared to reach their measurable postsecondary goals. The determination of specific transition service needs stems from individual results of age-appropriate transition assessments and the IEP Team planning process. Transition Services and Pre-Employment Transition Services (Pre-ETS) are interchangeable terms in regards to WIOA.

The lists of services below will provide information regarding activity options for the IEP Team to consider in the transition planning process.

Transition Services/Pre-Employment Transition Services (Pre-ETS) Outlined in the PTP

There are 6 basic components to the Transition Services/Pre-ETS as outlined by WIOA law. Below you will find more information for each of the components.



Pre-Employment Transition Services Descriptions for educator's as Outlined in the Postsecondary Transition Plan (PTP)



Category 1 - Job Exploration Counseling

Support for the student to learn about a variety of career options to make informed choices about current and future employment.

1. Support student to explore career interests (Academic Career Planning (ACP))
2. Determine student's skills and strengths related to work
3. Help student take Career and Technical Education (CTE) classes
4. Help student gather information about colleges and/or job training programs
5. Give student information about the Division of Vocational Rehabilitation (DVR)
6. Help student complete Division of Vocational Rehabilitation (DVR) application
7. Help student with resume, job applications, cover letters (can include visual resume)
8. Teach student interviewing skills
9. Share career fair opportunities and support student to attend
10. Give student information about adult services and the Aging and Disability Resource Center (ADRC)
11. Help student apply for adult services through the Aging and Disability Resource Center (ADRC)
12. Introduce student to people who work at employment support agencies
13. Give student information about Work Incentive Benefits Counseling
14. Teach student about disability disclosure and employment rights
15. Teach student about Section 504 of the Rehabilitation Act, as amended by the Workforce Innovation and Opportunity Act (WIOA), and Americans with Disabilities Act (ADA)
16. Teach student soft skills (e.g. - hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)
17. Take student on tours of local businesses
18. Take student for informational interviews and job shadows
19. Provide information about apprenticeships through the Department of Workforce Development
20. Provide information about level 1 and 2 youth apprenticeship certifications
21. Help student earn the DPI employability skills certificate
(<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf>)
22. Help student take the Armed Services Vocational Aptitude Battery (ASVAB)



Category 2 – Work-Based Learning Experiences

Provide opportunities for the student to gain hands-on experience to identify strengths and interests and develop skills for employment.

1. Help student get involved in jobs at school (school store, library, office, cafeteria, coffee shop)
2. Talk to student about how to discuss her/his disability with a boss
3. Support student volunteering in the community
4. Support student to gather information needed for a job (social security card, address, birth certificate, state ID or driver's license, and work permit if under 16)
5. Assist student in finding a summer job (job development – may include customized employment)
6. Support student to have an internship/youth apprenticeship (school year or summer)
7. Assist student in finding a job during the school year (job development – may include customized employment)
8. Provide systematic instruction to teach student to complete job tasks independently (job coaching)
9. Figure out what assistive technology might help student at work
10. Teach the student about money management (how to read a paycheck, taxes and deductions from a paycheck, direct deposit, budgeting)
11. Review and discuss what makes a good employee and bad employee with student
12. Review and discuss differences in workplace environments with student





Category 3 – Postsecondary and Higher Education Related Services

Assist the student to achieve academic goals during high school and explore various types of college and job training programs.

1. Review and discuss academic skills, strengths, and accommodations needed in college with student
2. Review Section 504 of the Rehabilitation Act and Americans with Disability Act with student and family to help them prepare for college
3. Set up student meeting with the school counselor to talk about college and job training options
4. Plan with student for high school classes to reach her/his goals
5. Work with student to figure out what assistive technology might be helpful for school
6. Assist student with academic needs through resource room, homework help, tutoring, mentoring
7. Plan student classes to match her/his goals (course of study)
8. Provide opportunities for the student to take college level courses in high school and receive college credit
9. Plan one or more college tours with student
10. Support student with evaluations needed for a college application and accommodations
11. Support student to apply for accommodations for the college entrance exams
12. Provide student opportunities to practice taking the college entrance exams (ACT, Compass)
13. Review student results of college entrance exam(s) and create plan based on results
14. Discuss college requirements and options with student, family, and school counselor
15. Share and discuss disability documentation needed for college with student and family
16. Talk to student, family, and school counselor about applying for financial aid for college
17. Assist student to audit courses at UW System and Technical Colleges
18. Support student participation in Adult/Continuing Education and/or Community College Courses





Category 4 – Work Readiness Social and Independent Living Skills Services for Home

Support the student to build skills for increased independence at home.

1. Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)
2. Support the student to become more independent at home chores based on assessment
3. Provide opportunities for student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
4. Teach student communication skills (phone, e-mail, social media), including safety issues
5. Teach student about meal planning, healthy choices, grocery shopping, and storing food safely
6. Provide sex education and personal safety instruction
7. Figure out assistive technology needs for home
8. Teach student how to make medical appointments
9. Teach student about any medications she/he is taking
10. Teach student how to keep a calendar/schedule and manage time
11. Teach student money skills including setting up a home budget, opening a bank account, paying bills, filing taxes
12. Support student and family to explore places to live after graduation
13. Give the student and family a copy of “What you should know about Wisconsin LAW Booklet” and talk about what changes when the student turns 18 years of age
14. Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)
15. Provide information to the student and family about adult long-term care services and the process to apply for these services





Category 5 - Work Readiness Social and Independent Living Skills Services for Community

Support the student to build skills for increased independence in the community.

1. Figure out supports needed for student to be safe in the community
2. Teach safety skills based on assessment (street crossing, strangers, emergencies)
3. Teach student to use public transportation
4. Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)
5. Support student involvement in community activities (sports, art work, volunteering)
6. Teach student about civic duties (Selective Service registration, voting, jury duty)
7. Provide support for student to get a driver's license
8. Support student to get a state ID card





Category 6 – Instruction in Self-Advocacy

Provide information, guidance, and experiences for the student to gain self-knowledge and skills to appropriately express needs and opinions.

1. Teach student the skills to speak up for her/himself at school, work, and in the community
2. Provide opportunities for student to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities
3. Support student to learn to keep her/himself physically healthy
4. Support student to learn to keep her/himself mentally healthy
5. Teach student ways to stay calm and deal with anger and frustration (self-regulation)
6. Teach student how to talk about their disability and tell others about support needs
7. Provide opportunities for student to talk about strengths, challenges, and accommodation needs in school
8. Provide a learning styles inventory to identify preferred learning methods and review with student and family
9. Set-up peer mentoring opportunities as a means of self-advocacy skill development and practice
10. Provide opportunities for the student to run their own IEP/PTP meetings
11. Review and discuss strengths, challenges, and accommodation needs in community, college, and employment areas with student



Ensuring Compliance with WIOA Regulations for School District's

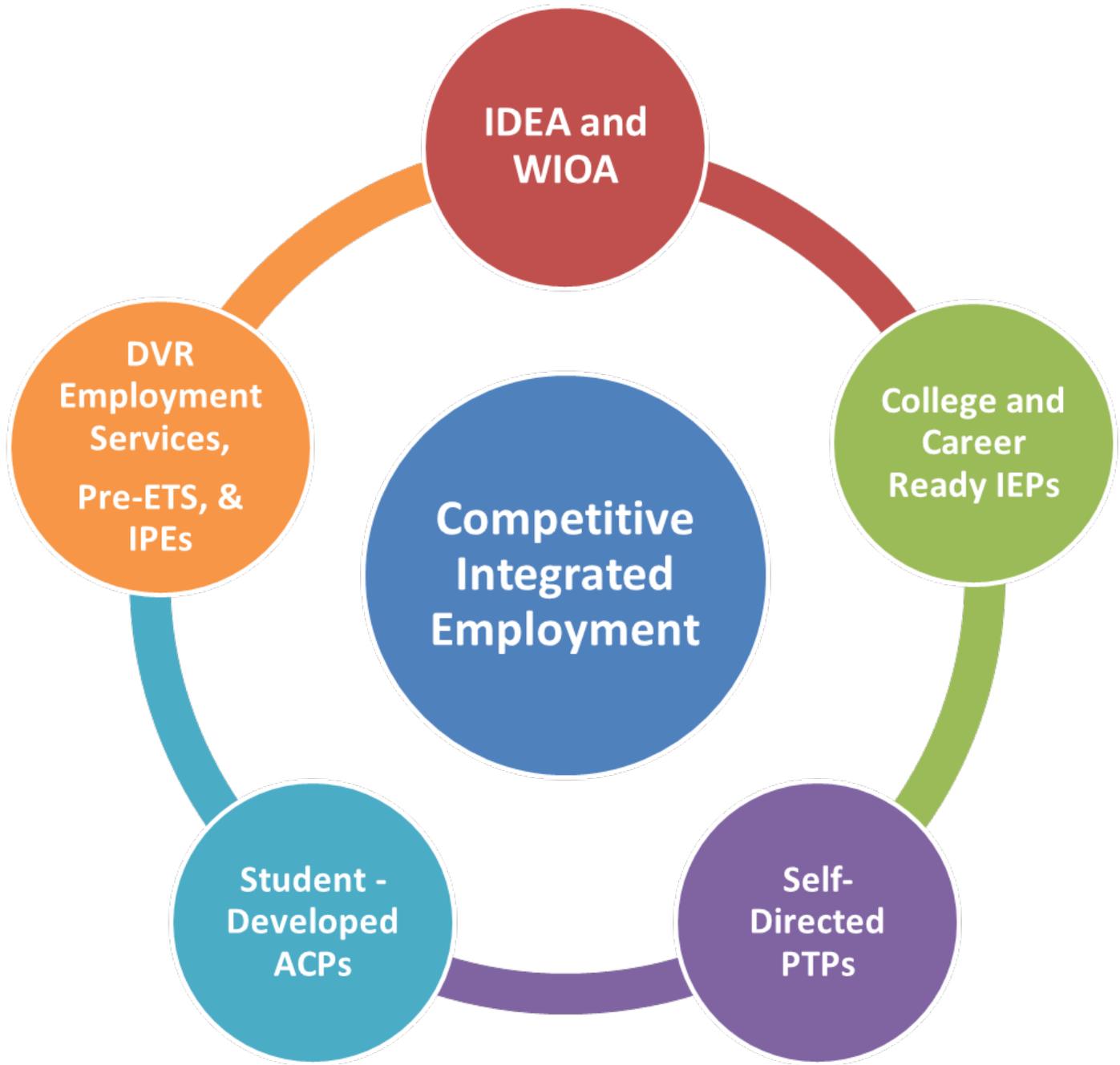
School districts have an obligation to meet WIOA regulations. Below are some ways to assure the school district is meeting compliance.

- Determine if any students are receiving school-funded transition services that are no longer allowable under the WIOA. Convene an IEP/PTP Team meeting to revise the IEP/PTP to include Pre-Employment Transition Services and support for the exploration of employment opportunities that are competitive and integrated.
- Work with the WDPI and the Transition Improvement Grant (TIG) to develop or expand the provision of Pre-Employment Transition Services provided by your school district. TIG Coordinators are assigned by CESA areas. To contact your TIG Coordinator, go to: <http://www.witig.org/contact-us/>.
- Contact your local DVR representative to refer students with disabilities for services at least 2 years prior to graduation/exit or earlier if additional planning and services may be required due to multiple barriers to successful competitive integrated employment. There is an assigned DVR Counselor to each school in Wisconsin. To find the DVR Counselor in your school, go to: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/school-liaisons.pdf>.
- Work in collaboration with the assigned DVR counselor to identify community resources and provide competitive and integrated work-related activities.
- Continue to use the Transition Action Guide (TAG) to assist in the improvement of communication, coordination, and services for students with disabilities transitioning from school to work. The TAG link is: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/tag.pdf>
- Contact your local DVR representative for coordination, technical assistance, funding and new services for students with disabilities.
- Use information from the Academic and Career Plan- <http://dpi.wi.gov/acp> when developing a student IEP/PTP, 504 Plan, and other accommodation plans in order to identify individualized employment goals and coordinate appropriate transition services.
- Compare activities of the ACP with the PTP.



Summary

WIOA will enhance the partnership between school district's and the DVR. It will provide more opportunities for students with disabilities in becoming involved in their classrooms, community, and workplace. It is time to have high expectations for all students and empower them to reach their full potential. Effective transition planning with the goal of competitive integrated employment will lead the way in providing opportunity for all students to be college and career ready!



Resources:

Transition Improvement Grant Resources:

- Transition Improvement Grant- www.witig.org
- <https://witig.org/transition-planning/wioa/>
- Witransition App – www.witransition.com

Parent Resources:

- WIOA and Transition Services for Families: <https://www.witig.org/resource-link.html?id=32777>
- WIOA Frequently Asked Questions for Families: <https://www.witig.org/resource-link.html?id=32778>

DVR Resources:

- Department of Education/Department of Labor – WIOA Page: <http://www2.ed.gov/about/offices/list/osers/rsa/wioa-final-rules.html>
- LEAD Center-WIOA Summaries: <http://www.leadcenter.org/>
- DVR Webpage: <https://dwd.wisconsin.gov/dvr/job-seekers/subminimum-wage/youth.htm>
- A guide to different agency roles in transition services can be found at: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/tag-short-version.pdf>
- Find the DVR counselor assigned to your high school here: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/school-liaisons.pdf>



The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.

Increasing Self-Advocacy Skills: Connections to College and Career Readiness Initiatives

Transition Improvement Grant



Check out the interactive link:

<https://prezi.com/view/juVKx5G6NctGZFl8HZLx/>



CCR IEPs

Dual
Enrollment

ACP



WBL

PTP

DVR

Using the Self-Directed College and Career Ready (CCR) Individualized Education Plan (IEP) Guide

Dear Educator,

This document was created to help inform your students about the CCR IEP forms and process in a student friendly way. You can use this document to support pre planning for a student's CCR IEP meeting and as a way for the student to understand their CCR IEP. Please review the link below from *I'm Determined* that helps identify a student's self-advocacy skills relating to their CCR IEP. The CCR IEP is not just a compliance document. When used it can be a tool in making positive changes for students with disabilities. Thank you for your support in raising high expectation in students through self-advocacy and self-determination.

[I'm Determined Student Rubric for IEP Participation](#)

Sharing this completed document as well as the cover letter below may help increase family engagement in the CCR IEP process. This document will allow families to speak more directly with their youth regarding their CCR IEP and support high expectations for their child. High expectations and high family engagement are directly linked to students with disabilities being college and career ready.

For support using the CCR IEP documents, please review [DPI's CCR IEP Learning Resources](#).

Getting Started Checklist:

- Gather all recent assessments and review them with the student.
- Work with the student to complete the [WiTransition APP](#), provide accommodations as needed.
- Review most recent Evaluation with the student.
- Review previous IEP Goals with the student.
- Review and discuss previous Specially Designed Instruction with the student.
- Review and discuss current accommodations and/or modifications with the student.

For any additional questions or support around using the Self Directed IEP Guide, please [contact your Regional TIG Coordinator](#)

Welcome to My College and Career Ready (CCR)
 Individualized Education Plan (IEP) Meeting
 A Guide to Self-Directed IEP Meetings

Name	Click or tap here to enter text.
IEP Date	Click or tap here to enter text.
School of Attendance	Click or tap here to enter text.
Anticipated Graduation Year	Click or tap here to enter text.
Why is it important for you to attend and share at your CCR-IEP Meeting?	Click or tap here to enter text.

IEP Form and Explanation	My Notes			
Team Members Self-Advocacy Tip: Know who your team members are and how they support you.				
	Name	Role	Contact Information	How do they support me?
	Click or tap here to enter text.			
	Click or tap here to enter text.			
	Click or tap here to enter text.			
	Click or tap here to enter text.			

I-1A
Here is where the team invites outside agencies:

An outside agency is a person from the community to help support you in meeting your goals (i.e. finding a job)

How can they help me?

Self-Advocacy Tip: If you are unsure, talk to your teacher or family members to learn about any outside agencies you work with.

Did I invite any agencies to support my plan?

Name	Agency	Contact Information	How do they support me?
Click or tap here to enter text.			
Click or tap here to enter text.			
Click or tap here to enter text.			
Click or tap here to enter text.			
Click or tap here to enter text.			

I-4
Linking Form

This describes me right now.

Why is this information important to me?

Self-Advocacy Tip: Review your current level data with your case manager. Ask questions to help you understand what it means.

Self-Advocacy Tip: Think about how this will support my College and Career Readiness?

Understand: Achievement of grade-level academic standards and functional expectations in order to identify the student's strengths and needs.
 DPI CCR IEP 5 Step Process

Strengths What do I do well?	Click or tap here to enter text.
Describe my Academic Skills (i.e. Reading, Writing, Math)	Click or tap here to enter text.
Describe my Functional Skills (i.e. Organization, Behavior, Task Management)	Click or tap here to enter text.
Special Factors	Click or tap here to enter text.

Identify: How the student's disability affects academic achievement and functional performance.
 DPI CCR IEP 5 Step Process

How does my disability affect me?

School (My learning and activities)	Home/Community (At home, in my job)
Click or tap here to enter text.	Click or tap here to enter text.

Develop: Ambitious and achievable goals that close achievement gaps and support unique strengths and needs of the student.
DPI CCR IEP 5 Step Process

What were my IEP Goals last year? How do they support my disability? What did I learn? What are my next steps?

Last Year Goal(s)/How they support my disability?	How I am I doing?/What have I learned?
Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.

Goal(s)	What steps will I take to achieve this?
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Click or tap here to enter text.	Click or tap here to enter text.

Align: Specially designed instruction, services, supports, and accommodations needed to support the goals and ensure access to the general curriculum.
DPI CCR IEP 5 Step Process

Self-Advocacy Tip:

Disabilities come in different forms and affect people in different ways. Work with your team to determine how your disability affects your learning and participation in school and activities.

Annual Goals are set each year by my team to help me prepare to be College and Career Ready.

Some examples include: Improving my math skills, improving my reading, or becoming a self-advocate.

Self-Advocacy Tip: Talk with your team members to learn about your past goals and discuss how your goals can help to plan for your future.

<p>Specially Designed Instruction: These are the lessons that you will get from your special education teacher to help you meet your annual goals.</p> <p>Accommodations: These are put in place to help support your learning (i.e. extra time on tests, taking tests in a quiet setting, audio books, breaks when you get frustrated.)</p> <p>Modifications: Making changes to what I am learning (i.e. changing my learning goal, taking a replacement test)</p>	<p>Specially Designed Instruction (Related Services if appropriate)</p> <p>(1)Click or tap here to enter text.</p> <p>(2)Click or tap here to enter text.</p> <p>(3)Click or tap here to enter text.</p>
	<p>Supplementary Aides and Services (Accommodations and Modifications)</p> <p>(1)Click or tap here to enter text.</p> <p>(2)Click or tap here to enter text.</p> <p>(3)Click or tap here to enter text.</p>
	<p>Family Engagement: (How can my family help me meet my goals?)</p> <p>Click or tap here to enter text.</p>
	<p>Analyze: Progress towards goals in order to evaluate what works and what is needed to close the student's achievement gaps. DPI CCR IEP 5 Step Process</p>
I-5, I-6 Annual Review of	What were my IEP Goals last year? What did I learn? What are my next steps?

IEP Goals and Annual Goals Reminder: Keep in mind your previous IEP goals and how your new goals are built off of these.	<table border="1"> <thead> <tr> <th>New Goal(s)</th> <th>What steps will I take to achieve this?</th> </tr> </thead> <tbody> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> </tbody> </table>		New Goal(s)	What steps will I take to achieve this?	Click or tap here to enter text.									
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1-7: Accommodations for statewide testing Check all that apply: <input type="checkbox"/> ACCESS <input type="checkbox"/> ACT/WorkKeys <input type="checkbox"/> ASPIRE <input type="checkbox"/> DLM <input type="checkbox"/> FORWARD Self-Advocacy Tip: Take time to learn about your accommodations and why they help you. Being able to explain this will help you to be College and Career Ready. Self-Advocacy Tip: Think about how your accommodations and modifications may change after you graduate.	<table border="1"> <thead> <tr> <th>Accommodation</th> <th>What does this look like? What does this mean?</th> </tr> </thead> <tbody> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap here to enter text.</td> <td>Click or tap here to enter text.</td> </tr> </tbody> </table>		Accommodation	What does this look like? What does this mean?	Click or tap here to enter text.																	
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I-8-Post Secondary Transition Plan (PTP) Online Module

Self-Advocacy Tip:

Complete the [Wisconsin Transition App](#) to help determine your Postsecondary Goals and guide your CCR IEP.

Download and share the [report](#) with your family and teacher.

Self-Advocacy Tip:

Your PTP should inform your CCR IEP. Think about starting your CCR IEP with your PTP.

Transition Assessment is an ongoing process to help identify what your preferences, interests, needs, and strengths are.

Website: www.witransition.com



<https://itunes.apple.com/us/app/witransition/id1198986600?mt=8>



<https://play.google.com/store/apps/details?id=com.drckansas.witransition>

My Goals after High School (Postsecondary Goals)	Education/Training: Click or tap here to enter text.
	Employment: Click or tap here to enter text.
	Independent Living: Click or tap here to enter text.
Transition Assessments Done (ACP, Interest Inventories, etc.)	Click or tap here to enter text.
Self-Advocacy Goals	Click or tap here to enter text.
Related Annual IEP Goal	Click or tap here to enter text.
What classes should I take to help me reach my goals after high school?	Click or tap here to enter text.
How can my team assist me in reaching these goals? What could this look like?	Click or tap here to enter text.

Additional Comments	Click or tap here to enter text.
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Dear Student,

You are your own best self-advocate! Advocating for yourself is making sure that you share with your CCR IEP Team what you need to be successful while in school and to meet your goals after high school, such as: what career you would like to have or what college or training you may want to attend or participate in. One of the best ways to do this is speaking up at your CCR IEP meeting!

By completing this work, you will prepare to be an advocate at your CCR IEP meeting. It will also give you the opportunity to think about and be creative with your preferences, interests, needs, strengths and goals to become college and career ready! Being prepared and leading your CCR IEP meeting gives you the opportunity to be responsible for your goals, demonstrate leadership and collaborate and plan for your future with high expectations for yourself. Thank you for [Speaking Up](#) for yourself and making your future goals a reality!

Getting Started Checklist:

- Review your most recent assessments with your teacher.
- Complete the [WiTransition APP](#), and share with your family and teacher.
- Review most recent Evaluation.
- Review previous IEP Goals.
- Review and discuss previous Specially Designed Instruction.
- Review and discuss current accommodations and/or modifications.

*High Expectations-Culturally Responsive Practices-
Student Relationships-Collective Responsibility-Family Engagement*

From school to success.



Dear Family,

It is Wisconsin's mission that every student graduates high school College and Career Ready. High family engagement and expectations are directly linked to this goal. To support this the Department of Public Instruction revised documents to promote college and career readiness.

One of the ways for your child to become successful after high school is to know themselves and advocate for their needs. Having them participate in their College and Career Ready (CCR) Individualized Education Program (IEP) meeting gives them the opportunity to learn about their disability, gain independence through understanding their CCR IEP, demonstrate leadership skills, and collaborate with their team members. Being involved will be valuable to your child once they exit high school and begin working, furthering their education and living independently as they ask for accommodations and modifications to help them succeed. This document that has been completed by your child and their teacher, is a great way for them to understand their CCR IEP, can support you discussing their CCR IEP with them, and can support them sharing with others about their CCR IEP.

For any additional questions or support around using the Self Directed IEP Guide, please contact me at [Click or tap here to enter text.](#)

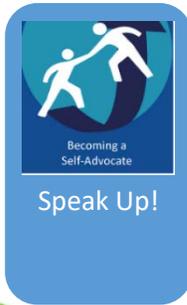
*High Expectations-Culturally Responsive Practices-
Student Relationships-Collective Responsibility-Family Engagement*



Transition Improvement Grant

Self-Advocacy Suite

<https://becomingaselfadvocate.weebly.com/wisconsin-suite-of-self-advocacy-resources.html>



Transition Improvement Grant

WiTransition App

The Transition Improvement Grant has designed a transition app to increase self-direction and self-advocacy for all Wisconsin youth as they participate in their Postsecondary Transition Plan (PTP). The app guides youth and families through the transition process as they plan for their future beyond high school in the areas of employment, postsecondary education/training and independent living.



Website: www.witransition.com



<https://itunes.apple.com/us/app/witransition/id1198986600?mt=8>



<https://play.google.com/store/apps/details?id=com.drckansas.witransition>

Contact us at: <https://www.witig.org/contact-us/>



Visit us at: www.witig.org



Section 7: Course of Study and Agency Involvement

A student's transition plan must include a course of study aligned with the student's postsecondary goals. A course of study is a list of classes the student will take while in school. Classes are selected for each school year and a multi-year plan is best created at the IEP team meeting. Classes can be chosen using the school's course catalog and discussing course options with the school counselor and teachers. Electives should be chosen to meet the strengths, preferences, interests, and needs of the student. Courses should be listed as specifically as possible, for example, Algebra I instead of math.

Courses should be selected with the student's measurable postsecondary goals in mind. For example, if a student plans to go to a four-year university or college, high school course requirements must be completed in order to meet that goal. School Counselors can provide the student's current transcript to help with the discussion about credits completed and courses which still need to be taken or recovered. It is important to include work experiences and have the discussion about coursework that will earn credits toward graduation.

Agency Involvement

Outside agencies and adult service providers play an important role in the transition planning process. An outside agency may provide or pay for transition services in the PTP depending on that agency's resources and service guidelines. IEP teams should become familiar with the service criteria of outside agencies in their area to share appropriate resources with families. It is the responsibility of the educational staff to inform and connect the student and families of the outside agencies that exist. If a student is currently working with an outside agency and has a service plan, all efforts should be made to share that service plan at the meeting. If an agency representative is unable to attend, the student or parent can share the plan at the IEP team meeting. It is important that all members supporting the student and providing transition services are working on the same postsecondary goals. Remember that consent of the parent or adult student is **required** for a representative to be invited and for the special education teacher to discuss student-specific information with the agency. [Sample Forms I-1-A](#)

Adult Agencies can include services that will support the young adult with:

- Employment, vocational services, volunteer work
- In-home care
- Housekeeping and chore services
- Home modifications, safety and maintenance
- Health (healthy lifestyles, management of chronic conditions, dementia, etc.)
- Respite
- Transportation
- Nutrition, home delivered meals
- Housing, including low income housing
- Assisted living, nursing homes and other long term care facilities
- Financial assistance (e.g., Social Security, SSI, Medicare, Medicaid, etc.)
- Legal issues (guardianship, supported decision-making and other options, power of attorney, client rights advocacy)
- Abuse, neglect and financial exploitation
- Mental health, alcohol and drug abuse, crisis intervention
- Adaptive equipment
- Other unique needs where appropriate

When involving agencies in the transition plan, there are several resources available to gain information:

- The [Transition Action Guide \(TAG\)](#), in support of the Interagency Agreement between DPI, Division of Vocational Rehabilitation (DVR), and Department of Health Services (DHS), outlines roles and responsibilities and provides tips on the process of applying for services from DVR and DHS, as well as information about eligibility.
- Opening Doors to Adult Services contains information about the services provided by a variety of adult service agencies. Eligibility for adult services may be a new concept to students and families because while attending high school, students are entitled to the services they need to be successful. Prior to graduation or exiting high school, students must apply to agencies and be determined eligible in order to receive services.

TIG Outside Agencies Resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[WIOA and Transition Services for Families: College and Careers - That's the Goal!](#)

[WIOA Frequently Asked Questions for Families](#)

[Servicios de transición y la Ley de Innovación y Oportunidades para la Fuerza Laboral - Transition Services for Families - Spanish](#)

[Ley de Innovación y Oportunidades para la Fuerza Laboral - WIOA FAQ for Families - Spanish](#)

[Recommended Agency Resources Questions for Families](#)





Transition Services and the Workforce Innovation and Opportunity Act (WIOA): College and Careers – That’s the Goal!

This document was created for family members to explain the federal law called the **Workforce Innovation and Opportunity Act (WIOA)**, and the related transition services provided to students by schools and the Division of Vocational Rehabilitation (DVR). Families are an important part of the transition planning process and we hope this document is helpful to you. Several sections include links to more detailed information.

The goal of public education for all students to leave college and career ready means they will not just gain academic skills, but also plan for future work and community living. Students will become critical thinkers with the ability to communicate effectively, and work with others and solve real world problems to build skills for employment.

Educational Services to Support College and Career Readiness

Under the Individuals with Disabilities Education Act (IDEA) students engage in a process to prepare for adult life. In Wisconsin, this process begins with a **College and Career Ready Individualized Education Program (CCR IEP)**. <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/rda-ccr-iep-five-step-process.pdf>

Starting at age 14, the **Postsecondary Transition Plan (PTP)** becomes part of the IEP, to set goals for what a student wants to do **after high school**. Goals are developed in the areas of education, employment, and independent living. The PTP also includes transition services that will be provided to support the student to reach her/his goals. Transition services listed in the PTP now align with requirements of WIOA (listed with WIOA information below). <http://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>

Starting in the 2017-18 school year, all public school students grades 6-12, including those with disabilities, will participate in **Academic Career Planning (ACP)**. This process will assist students to think about and plan for careers they want to have after high school. Under this requirement, families must be informed at least twice per year about the Academic Career Plan created by their student(s). <http://dpi.wi.gov/acp>

WIOA – A Law about Employment

WIOA was passed in July 2014 and highlights the expectation that people with disabilities will work in their communities <https://witig.org/transition-planning/wioa/>. WIOA specifies the goal for all students as **Competitive Integrated Employment** and provides a definition.

Competitive Integrated Employment

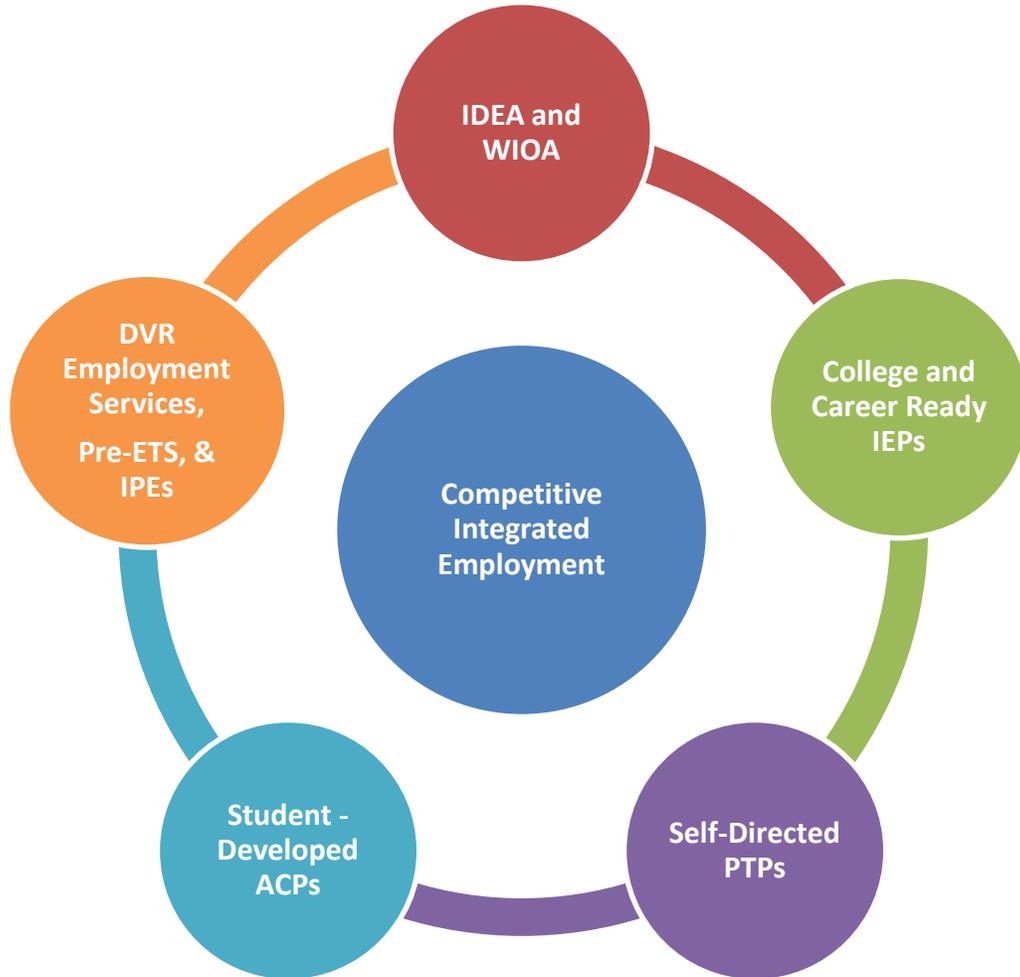
Competitive Integrated Employment is full or part time work in the community where the person receives the same pay at or above minimum wage that a person without a disability would receive for doing the same work. This person is eligible for the benefits provided to all employees and has the opportunity for advancement. The person works alongside other employees without disabilities.

There are 3 key components of WIOA that are important for families to know:

- I. WIOA outlines a set of Pre-Employment Transition Services (Pre-ETS) **schools and DVR together** must provide to students with disabilities as of July 2016. This list includes information about college and job training programs. Career exploration, work experience, self-advocacy, and independent living skills are also expected transition services under WIOA. The Pre-ETS categories in WIOA are:
 - 1) **Job exploration** counseling
 - 2) **Work-based learning** experiences
 - 3) **Post-secondary educational or higher education programs** counseling
 - 4) **Social and Independent Living Skills** training
 - 5) Instruction in **Self-Advocacy**, which may include peer mentoring

- II. WIOA says that schools must support community-based job exploration and experiences and **cannot** pay for transition services involving work trials or experiences that are not in the community and do not pay minimum wage or higher. This part of WIOA also went into effect in July of 2016.

- III. Under WIOA, The Division of Vocational Rehabilitation (DVR) is required to provide Pre-Employment Transition Services (Pre-ETS) to all students with a disability (ages 14-21) in high school or a post-secondary training program, including those that have not been determined eligible for DVR services. Students that are potentially eligible will be required to provide documentation of their disability prior to them receiving Pre-ETS. Students and youth up to age 25 with disabilities must try integrated community employment **before** they go to work for less than minimum wage. This requirement started in July 2016. DVR can work with students whenever they are ready to seek employment. This is typically about 2 years before high school graduation. DVR works with individuals to create an **Individualized Plan for Employment (IPE)**, provides employment services and pays for vocational support providers from an approved vendor list to work with individuals to have evaluations, trial work experiences, and look for permanent employment. Staff at such agencies are sometimes called job developers, employment specialists, skills trainers and/or job coaches. A guide to different agency roles in transition services can be found at: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/tag.pdf>. Find the DVR counselor assigned to your high school here: <https://dwd.wisconsin.gov/dvr/job-seekers/transition/school-liaisons.pdf>.



The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.

Workforce Innovation and Opportunity Act (WIOA) Frequently Asked Questions for Families



What is the Workforce Innovation and Opportunity Act (WIOA)?

WIOA is a federal law passed in July 2014 that included new responsibilities for schools and the Division of Vocational Rehabilitation (DVR) to support students and youth with disabilities to transition from school to college and/or *competitive integrated employment*. WIOA has specific requirements to make sure students with disabilities receive transition services to help them reach their goals after they graduate from high school. WIOA requirements for schools went into effect in July of 2016. Some of the DVR requirements were effective immediately when the law was passed and others were implemented in July 2016.

What is DVR and what services can they provide?

The Division of Vocational Rehabilitation (DVR) is a state agency that helps people with disabilities find, keep, and get better jobs. To be eligible for DVR services, a person must:

- Have a barrier to employment, and
- Require VR services to prepare for, secure, retain or regain employment.

DVR services are individualized for each person and listed in their Individualized Plan for Employment (IPE). The IPE is created by the individual, involved family members, and their DVR Counselor. More information about DVR services can be found at: <https://dwd.wisconsin.gov/dvr/>

What is Competitive Integrated Employment?

The WIOA definition states that competitive integrated employment is full or part time work in the community where the person receives the same pay at or above minimum wage that a person without a disability would receive for doing similar work. This person is eligible for benefits provided to all employees and the job has the opportunity for advancement. The person will be working in the community alongside other employees without disabilities.

What is *NOT* Competitive Integrated Employment?

There are employment options for people with disabilities that pay less than minimum wage. These are sometimes called sheltered workshops. The majority of people who work at sheltered workshops have disabilities. Pay at sheltered workshops is typically piece rate (pay based on number of items completed). This is also called sub-minimum wage.

How is WIOA Related to Transition Planning?

WIOA placed additional responsibilities on schools and DVR to provide pre-employment transition services to students and youth with disabilities. The Wisconsin Department of Public Instruction (WDPI) aligned the transition services in the Postsecondary Transition Plan (PTP) with the requirements of WIOA to help students and families in making these choices. Youth ages 14-24 can no longer go directly from school to employment paying sub-minimum wage until they have worked with DVR. This is important for students and families to know.

Will There Be Changes in My Child's Transition Services in the PTP?

Providing transition services to students with disabilities has been a requirement of schools for many years. WIOA specifies several categories of services call pre-employment transition services or Pre-ETS. WIOA also requires that DVR staff work in collaboration with schools to provide Pre-ETS to students with disabilities. Under WIOA, students and their families will work with the school and DVR to identify service needs in the following Pre-ETS areas:

- 1) Job Exploration Counseling Services
- 2) Work-Based Learning Experiences
- 3) Postsecondary and Higher Education Related Services
- 4) Work Readiness Social & Independent Living Skills (2 categories in the PTP: home & community)
- 5) Instruction in Self-Advocacy

An important change under WIOA is that schools can no longer pay for transition services that involve work experiences or employment that are segregated and pay less than minimum wage.

Workforce Innovation and Opportunity Act (WIOA) Frequently Asked Questions for Families

Why is WIOA a good thing?

WIOA strengthens transition planning by emphasizing career planning and work experiences. Transition planning conversations should be focused on setting goals for obtaining community based jobs that pay at least minimum wage. WIOA helps to ensure that youth with disabilities have the opportunity to receive services from the Division of Vocational Rehabilitation (DVR). Pre-ETS provided by schools and DVR will help youth achieve educational and competitive integrated employment goals with the supports and services needed to be successful.

Who funds WIOA transition services and in what order (Schools, DVR, Family Care/IRIS)?

Schools are the primary provider and funder of transition services. DVR becomes involved when students and youth are ready to seek competitive integrated employment. This is generally about two years before students graduate from high school. Adult services, or long-term support programs are the funder of last resort for transition services when an individual is still in school. All partners should work together as some of the responsibility is shared. Please see the Transition Action Guide for more information on funding transition services. <https://www.dwd.wi.gov/dvr/policy-guidance/toolkits-guides-manuals/tag.pdf>

What is the student and family role in transition planning?

The most effective transition planning is student-centered. It is critical that a student get involved in planning for her/his future by sharing strengths, interests, needs and preferences. Families can encourage their student to develop a vision for their own future. Families can also help their son/daughter direct the Postsecondary Transition Plan (PTP) to set education, employment, and independent living goals. Using the Wisconsin transition planning app is one way students can do this. www.WiTransition.com They can also work with the school staff to include appropriate transition services and accommodations in the IEP to help the student reach those goals.

What else can I do to support my son or daughter with transition?

Families can also help their daughter or son discover strengths and interests by fostering independence and introducing new experiences. Family expectations help youth with disabilities develop a vision that includes work and community. Opportunities for youth assist them to succeed and learn from their failures. Talk about your own career and job and encourage your son or daughter to ask other people about their jobs too. If you need additional information and assistance, please contact your parent and advocacy organizations.

<http://dpi.wi.gov/excforall/family-and-community-engagement/family-engagement>

Additional resources about WIOA:

Division of Vocational Rehabilitation (DVR)

<https://dwd.wisconsin.gov/dvr/job-seekers/subminimum-wage/>

<https://dwd.wisconsin.gov/dvr/job-seekers/transition/school-liaisons.pdf>

Department of Public Instruction (DPI)

<https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tran-wioa-faq.pdf>

The Wisconsin Transition Improvement Grant (TIG)

<https://witig.org/transition-planning/wioa/>

Department of Education/Department of Labor (DOL)

<http://www2.ed.gov/about/offices/list/osers/rsa/wioa-final-rules.html>

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Recommended Agency Questions for Families (not an all-inclusive list)

General Transition Agency Questions

- What services does your agency provide?
- Do I need a referral for services?
- How do I start getting services from this agency?
- Is there a waiting list? If so, how long is the waiting period?
- What geographical area do you serve?
- Where will the services take place? (at the clinic, in my home, etc.)
- Do you provide support on the job with my child?
- Transportation might be a barrier for us. Who can assist us with this so my child can get to school or work?

Aging and Disability Resource Center (ADRC)

My ADRC Contact Name and Telephone: _____

- Can you explain long term care benefits and options for my child?
- How is my child eligible for your program and at what age should we apply?
- Can you help me find options and supports available to my teen after high school?
- What higher education, employment and independent living options are available in my area?
- Can you explain Disability Benefits Counseling and what we can expect if we request this service?
- Can you explain Supported Decision Making and Guardianship options and how you assist with these services if needed?

Managed Care Organization (MCO) or Include Respect I Self-Direct (IRIS)

My MCO or IRIS Contact Name and Telephone: _____

- What is the difference between managed care and IRIS?
- How is my care manager chosen and do we have a choice in who that person will be?
- How will the budget for services for my son or daughter be determined?
- What types of adult services are available to my son/daughter with the budget available?
- If my child is eligible for long-term care, what local agencies are available to support him/her and what services do they provide?
- What is the role of a care manager and how will they support my child?
- What types of services do you offer (higher education, employment and independent living) and who is responsible for the cost of these services?
- How will we choose agencies or individuals to provide the services we want?

Division of Vocational Rehabilitation (DVR)

My DVR Contact Name and Telephone: _____

- What is DVR and how do I know if my child is eligible for DVR Services?
- How does DVR determine what is included in my child's Individualized Plan for Employment (IPE)?
- What is the difference between the IEP and IPE?
- What resources/services can DVR provide to my child?
- When should my child apply for services and what information do I need to provide?
- Do I (the parent) have to be at all of the meetings with their DVR counselor?

- Can DVR support my child to attend higher education while they are in high school and after high school?
- Where do the DVR meetings happen?
- How does DVR work with local schools to provide services to my child while they are still in school and in the summer months?
- What is the Workforce Innovation and Opportunity Act (WIOA)? How will that change plans for my child if they were planning on going to a pre-vocational workshop?
- Will DVR support my child to attend college or enroll in college a course while in high school?

Independent Living Center (ILC's)

My ILC Contact Name and Telephone: _____

- What type of services do you offer in my area?
- How do you determine who is eligible for services?
- What types of services you can provide to my child and is there a cost for these services (such as peer support, independent living skills training, advocacy training, personal care, service coordination, assistive technology?)
- How can you help me with understanding or applying for my benefits?

Higher Education/College

My Campus Contact Name and Telephone: _____

- How does my child qualify for disability services on campus and what services do you provide?
- What are the procedures for requesting disability related accommodations?
- Are there opportunities to take a college level course while my child is still in high school?
- What type of advocacy training/programs do you provide on campus to assist my child with living independently, talking to college professors, accessing assistive technology, managing classes, participating in extracurricular activities, etc...
- What is the best way Disability Service offices would like communicate with me and/or my son/daughter?
- What are the major differences from high school to postsecondary for my child that I need to understand?
- Where can I find information about financial aid/support to pay for college courses for my child?
- What should my child expect from college professors regarding accommodations?

Health and /or Children and Youth with Special Health Care Needs (CYSHN)

My CYSHN Contact Name and Telephone: _____

- Can my child get health insurance if they have a pre-existing condition?
- Can my adult child stay on my health care plan and if so, for how long?
- What Patient Protections are there in Health Reform?
- Can someone help me coordinate health care services for my child?
- How do I best help prepare my child to take over their health care?
- Are there any resources available to help my child learn how to access his/her medical appointments, needs?
- Is there a separate transition plan for health care? Should health care be written into their IEP?

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Section 8: County Community on Transition and Agency Involvement

County Communities on Transition (CCoT) are a group of stakeholders who have made the commitment to collaborate around identifying barriers to transition planning, organizing needed supports, and developing solutions for youth with disabilities in the local county they serve. The CCoT creates their own vision and mission as it relates to transition in their community. This partnership is essential to assist in opportunities for youth to explore employment, training and postsecondary education, and engage in skills to be independent in their home and community while building self-advocacy skills. Suggested CCoT members include: school districts, Division of Vocational Rehabilitation, Aging and Disability Resource Center, adult long-term care organizations, children's long term support, higher education representatives, youth, family members and/or guardians, business members, and additional transition stakeholders that provide services to youth with disabilities.

The key to CCoT success is sharing the work as a county, establishing effective communication practices and creating new relationships to better work together and increase collaboration. Each CCoT is unique and has its own history of providing opportunities for transition related activities to support students and families within the community.

A website and toolkit to building successful CCoT's has been developed to guide CCoT teams as they strive to support students with disabilities in their community.

[County Community on Transition Toolkit Website](#)

[CCoT Toolkit PDF](#)

[Wisconsin CCoT Activity Guide](#)

iTIG Resources to support CCoT teams

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[CCoT Essentials](#)

[CCoT Essentials Checklist and Worksheet](#)

[Is Your District Represented?](#)



TIG

Transition Improvement Grant

Resources

County Community on Transition (CCoT) Essentials



Essentials = “those which are absolutely necessary”; “extremely important”. The purpose of this tool is to provide information on the “essentials” or necessary, characteristics and activities of an effective interagency transition team, known widely as County Community on Transition, or CCoT, but also having individual team names.

Interagency Collaboration is a process by which representatives from various agencies come together to identify and work toward common goals that are mutually beneficial, with problems and solutions shared across agencies. It is a well-defined relationship entered into by two or more organizations; in this case, this relationship is called the CCoT. The focus is to achieve the jointly developed goals and activities guided by the CCoT Mission and Vision Statements. Members and potential members may ask themselves:

- “Are there other organizations and agencies that desire similar results with whom my organization can coordinate to achieve better results?”
- “Is the result I want to achieve beyond my organization’s ability to achieve on its own (or less efficiently)?”

CCoTs encourage a comprehensive approach to serving individuals with disabilities at the county level. Community transition teams identify common directions, develop action plans, solve problems, and encourage interagency collaboration by creating community training, creating employment opportunities for students, and seeking additional sources of support (financial, policy, etc.). Community transition teams should be made up of a representative membership, that is, members who represent the inhabitants of the area they serve in terms of ethnicity, culture, socioeconomic level, occupation, gender, age, and disability (Halpern, Benz, & Lindstrom, 1992).

Team Purpose. CCoTs link community resources within an agreed upon mission, vision, goals and expected outcomes to:

- Improve services and outcomes for youth and families
- Share resources and agency updates
- Build capacity that leads to change
- Collect and analyze data to inform action planning
- Make informed decisions and sustain practice



Interagency Collaboration
Why it Matters

All families need support at some times—support that transcends any single agency’s mission. . . .Collaboration among child and family-serving agencies offers an important mechanism to meet the multiple needs of parents and children. (Bruner 1991, 26)

- Students who received assistance from **3 to 6 different community-based agencies** (as compared to students with assistance from 0 to 2 agencies) were more likely to be engaged in post-school employment or education (Bullis et al., 1995).
- **Transition interagency collaboration and activities** such as interagency agreements, interagency councils, local business advisory boards, agency directories, and parent networks indicate post school youth were more likely to be engaged in postsecondary education (Repetto et al., 2002).
- **Transition support services** such as agency referral, case management, community services, employment specialist, equipment, family services, financial, guardianship, guidance/counseling, living arrangements, medical, parent information, referral, social/leisure, support service, teacher resources, transition specialist, and transportation indicate post school youth were more likely to be engaged in postsecondary education (Repetto et al., 2002).

There have been many articles written on the best way to organize and run interagency collaborations, and many agree that there are four main activities in which successful teams engage to help them run efficiently and achieve the results that each agency desires. Successful CCoTs share the following essential characteristics:

1. **Organization and Leadership.** Strong leadership from one or more members; a coordinating leader/team; set meeting times, agenda, and location; consistent participation from team members.
2. **Mission and Vision.** Agreed upon statements that provide a clear purpose and goal for meeting; describes the mutual benefit for all members, youth and families.
3. **CCoT Data.** Relevant district and/or county PSO and agency-relevant data is reviewed and used in planning and to track effect of efforts.
4. **Action Plan.** Clear goals and activities that provide a structure for looking for deeper ways to impact the services and outcomes of youth and families.



ORGANIZATION AND LEADERSHIP

Communication and coordination are essential to all collaboration. Having a good mix of members is essential to the success on a CCoT. If your CCoT is just beginning or is seeking to expand, the following will highlight team membership. Each organization needs to know that they have something to gain from the process. Collaborative planning takes time and resources, and through common interests and goals and established trust with one another, improvement of services and outcomes for youth and families is realized.

Team Membership. Members are active participants in the CCoT meetings and/or activities. The CCoT should include a good mix of community and agency members.

Suggested members –Anyone can be a member of a CCoT! Identify individuals that come together around a common issue: Transition. Here are members to consider:

- School District/CESA Staff (one member to represent each school in your county) – transition specialists/coordinators, special education teachers, Directors of Special Education, dropout prevention
- DVR Counselor (from your county)
- ADRC Staff (from your county)
- Adult Long-Term Care Organization (Family Care/IRIS, Independent Living Center)
- Agencies/Organizations that provide services to individuals with disabilities (e.g. consider mental health, correctional facilities)
- Children’s Long Term Support Staff (mental health, wrap-around services from county Human Services)
- Institutions of Higher Education (university and/or technical college staff in your area)
- Youth/Parents/Family Members/Guardians
- Business Members (Chamber of Commerce/Lions/Rotary Club/Businesses/Other community-based organizations)



Our CCoT has a good mix of members

Yes/No: _____
Suggestions for additional members: _____

There is an **Interagency Agreement** signed by the Department of Public Instruction, Department of Health Services and the Department of Workforce Development. This agreement commits agency resources and team participation in collaborative work groups, such as a CCoT. A copy of this agreement can be found at https://www.dwd.wi.gov/dvr/partners/agreements/dpi_iaa.pdf A document called the **Transition Action Guide (TAG)** has been created to assist districts, agencies, students and families understand the roles and services that each agency provides as part of transition planning. This document can be found at <https://pdf4pro.com/view/t-ransition-ction-guide-wisconsin-department-of-5b0368.html>

There is also a collaborative team that meets regularly called the Wisconsin Community on Transition (**WiCoT**). The WiCoT team works on a state level similarly to the way a CCoT works on a county level.

How to find, interest, and involve potential members. After a review of current team membership, some CCoTs may want to expand their membership or participation of the suggested members. The more specifically a team can state what it is looking for in a team member and what roles it needs filled, the more likely it is to find the most helpful candidates.

Build on current and past relationships. Consider having current members contact potential members. This could be done through a phone call, e-mail, or actual meeting. Be enthusiastic in welcoming new members to the team, while being honest about what is expected. As you invite new members, remember that participation may need to be approved by employment supervisors. Sharing the CCoT Essentials Worksheet will enable employment supervisors to understand the importance of membership and participation.

Organization of the CCoT, before, during and after meetings/events, is essential. Early CCoT team meetings should be devoted to discussing the CCoT organizational structure. CCoTs share participation and leadership. The following activities are essential to a CCoT:

There is consistent leadership, e.g. someone/some persons take responsibility to send out meeting agenda, meeting minutes. Who: _____

Meetings occur consistently, e.g. monthly, quarterly, semi-annually.
When: _____

Meetings occur in a determined location, e.g. consistent location, rotating location.
Where: _____

There is a meaningful agenda with relevant topics, and the previous agenda is reviewed.
Suggestions to improve agenda: _____

All members are involved and participate and provide updates.
Suggestions to improve participation: _____



MISSION AND VISION

Mutual goals and shared missions should guide the behavior and priorities of collaborators. Creating Mission and Vision statements for your CCoT can set the stage for meaningful conversations and collaborative work. There must be a shared vision of improved services and outcomes for children, youth and families. The CCoT establishes a communication process that explains your organization’s foundation:

- Breaks traditional thinking
- Provides continuity of purpose and direction
- Prioritizes issues and concerns
- Promotes interest and commitment to action
- Creates ownership of success

Mission is written so CCoT members never lose sight of their greater purpose for existing in the first place, and can be “power-packed drivers” of the work, or mantras for the desired level of performance. It should be short and state what business you’re in and who your customer is. **Think:** managing with greatness and untamed strength, improving everything daily. “We can do this; we are the ones ordained to do this, for we are the best at it.”

Example of a Mission Statement: *The CCoT will provide coordinated efforts by all potential service providers to promote students’ success during and after high school. ~Buffalo County*

- We have had discussions on the Mission for meeting. Yes/No: _____
- We have a CCoT Mission. Yes/No: _____

Vision focuses on future outcomes of the CCoT; states why the CCoT is meeting; what is the purpose of the coming together as a group. **Think:** leading with inspiration and courage, obsessed with future possibility, in a love affair with change.

Example of a Vision Statement: *To ensure all youth successfully exit high school and participate in activities of adult living based on their postsecondary goals related to training or education, employment and independent living.*

- We have had discussions on why we are meeting/our Vision. Yes/No: _____
- We have a CCoT Vision. Yes/No: _____
- There is a buy-in to the mission and vision by members: Yes/No: _____



CCoT DATA

Improved outcomes are the goals of effective CCoTs. Reviewing County PSO and other agency data can be used in many ways:

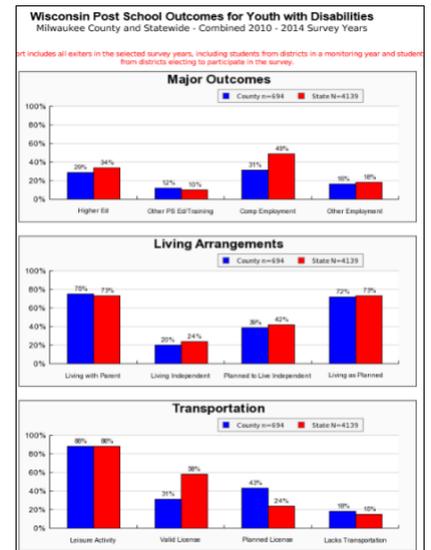
- Track how exiters are doing over time or in response to CCoT activities.
- Analyze outcome data to measure effectiveness of realigning resources.
- Provide more than one point of data to review, e.g. District PSO, County PSO, Statewide PSO, and DVR Successful Closure.
- Determine what data to collect and evaluate – vision and goals will drive data collection decisions
- Use a variety of evaluation strategies (on-line surveys, interviews, observations, focus groups, public forums)
- Hear the perspective/ideas of all CCoT members

Evaluate County Post School Outcomes (PSO)

- All districts participate in the Indicator 14 PSO data collection once within a 5-year period.
- Review combined county PSO data for a 5-year period to ensure all districts are represented at least once.
- Review either a text view or graph view.
- Look at the differences between the county and the state percentages.

Use PSO Results for Improvement Planning

- What are the areas of strength for the county compared to the state? _____
- What are the areas of need for the county compared to the state? _____
- What areas could be positively impacted through the development and implementation of a CCoT Action Plan? _____
- What additional data is available to be reviewed e.g. other agency data or reports, district PSO data, etc. _____
- Does your CCoT plan to review PSO annually and note changes that may have been positively influenced by CCoT activities? _____



ACTION PLAN

The Action Plan is made up of Goals and Activities that are often a function of a CCoT. Once membership has been established, the team has had time to develop mission and vision statements, and the team has reviewed relevant data, the CCoT can explore ways to deepen the impact of this collaborative partnership. CCoTs should set attainable goals, especially in the beginning, to create momentum and a sense of accomplishment. The Action Plan documents what will be accomplished, who will do what, when it will be done, and how the outcomes will be measured.

Goals and Activities

CCoT goals and activities should reflect the needs of partner agencies and of youth and families. Choose strategies that reflect the priorities of the service providers and the availability of resources. Listen to and understand the needs of youth and family. Have participants brainstorm ideas based on such questions as the following: What do you think is the most important work we can do together as an interagency team? The team should work together to list all responses to this question, then determine the top priorities of the CCoT over the next one or two years.

Our CCoT has developed Goals and Activities for our "Action Plan".

Yes/No: _____

Future Plans: _____

Suggested CCoT Team Activities to Guide Goal Development

To help identify common and relevant goals, CCoT members may want to participate in the following two activities.

1. Review the TIG Guide for CCoTs at <https://www.witig.org/resource-link.html?id=32736>

2. **"Community Resource Mapping"** is a *system-building process* that provides the BIG PICTURE and a strategic direction. Mapping is a methodology used to link community resources with an agreed upon vision, organizational goals, strategies, or expected outcomes.

- Results provide the BIG PICTURE and strategic direction
- Coordinates resources that results in more efficient and effective delivery of services to youth and families
- Shares, or "maps" information that benefits all stakeholders
- Identifies resources and barriers to building a system and builds collaborative partnerships
- Strategizes optimal use of current resources and explores new resources
- Identifies limitations and gaps in resource coordination

Our CCoT has engaged in "Community Resource Mapping".

Yes/No: _____

Future Plans: _____

3. **"Community Conversations"** help CCoT members connect with each other to identify topics that would be beneficial to tackle for your students/clients, school, and community. Visit www.witig.org and search Resources & Services to find examples of specific types of Community Conversations.

Our CCoT has engaged in a "Community Conversation".

Yes/No: _____

Future Plans: _____

"No one can do it alone. Improving the quality of life and the education of children with disabilities and their families requires the collective knowledge, skills, experience and expertise of all family members and professionals. It requires that the community and all service systems work together to achieve the goals of the child and family." - Brunner, 1992

Networking Resources and Citations

- Bruner, C., Kunesch, L.G., & Knuth, R.A. (1992). *What does research say about interagency collaboration?* [Online]. Available at https://vtechworks.lib.vt.edu/bitstream/handle/10919/30296/chapters_1-5.pdf?sequence=2&isAllowed=y
- De Fur, Sharon. (No Date). [Transition Planning: A Team Effort](#). Retrieved from the internet 10/28/2012.
- Harrison, Beth. "Effective Strategies for Interagency Collaboration." (ppt) Retrieved from the internet March 23, 2015.
- Martin, J. (2009, Updated 2018). [Students Get Involved!](#) This article provides information on the basics of student involvement, person-centered planning, and materials for students. NICHY. Retrieved from the internet 10/28/2012.
- Mattessich, P. W., & Monsey, B. R. (1992). *Collaboration: What makes it work. A review of research literature on factors influencing successful collaboration*. St Paul, MN: Amherst H. Wilder Foundation
- NCSET. How to Build Effective Interagency Transition Team. Retrieved from the internet 3/19/2015. <http://www.ncset.org/publications/essentialtools/teams/tool1.asp>
- CPIR (June 2017). [Transition to Adulthood](#). Transition planning summary and what to include. Link-checked, February 2018.
- PACER website. Interagency Collaboration and Transition page.
- <https://www.pacer.org/transition/resource-library/publications/NPC-59.pdf>



ACTION PLAN

Sample Goal 1: View and use post school outcomes data (Indicator 14) to begin creating a county transition improvement plan to improve transition outcomes for students with disabilities.

Sample Activity 1:

- We will review post high school outcomes data for our county.
- After viewing the data, we will create a transition plan for our county to improve the outcomes of students with disabilities in our communities.

Sample Goal 2: It is the goal of the “Best County” CCoT to host one Agency Awareness Night and invite students, families, caregivers and other interested persons to attend

Sample Activity 1:

- The CCoT will invite a member of County Adult Service Providers, along with representatives from ADRC, DVR, Social Security Administration, etc... to participate.
 - We will select site, collect door prizes, create advertising and public invitations to the event
 - We will provide food for attendees through donations from county-based businesses and individuals.

_____ CCoT ACTION PLAN	From:	To:
Goal 1:		
Activity	Person(s)/Agency Responsible	Anticipated Completion Date
Activity 1:		
Activity 2:		
Activity 3:		
Goal 2:		
Activity	Person(s)/Agency Responsible	Anticipated Completion Date
Activity 1:		
Activity 2:		
Activity 3:		

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Team Membership. Members are active participants in the CCoT meetings and/or activities. The CCoT should include a good mix of community and agency members. **Suggested members** –Anyone can be a member of a CCoT! Here are members to consider: School District/CESA Staff, DVR Counselor, ADRC Staff, Adult Long-Term Care Organization, Institutions of Higher Education, Youth/Parents/Family Members/Guardians, Business Members and any other transition partners that provide services to individuals with disabilities.

- Our CCoT has a good mix of members. Yes/No:**
 Suggestions for additional members: _____

- There is consistent leadership, e.g. someone/some persons take responsibility to send out meeting agenda, meeting minutes.**
 Who: _____

- Meetings occur consistently, e.g. monthly, quarterly, semi-annually.**
 When: _____

- Meetings occur in a determined location, e.g. consistent location, rotating location.**
 Where: _____

- There is a meaningful agenda with relevant topics, and the previous agenda is reviewed.**
 Yes/No: _____
 Suggestions to improve agenda:

- All members are involved and participate.**
 Suggestions to improve participation:

CCoT Data

Data: Improved outcomes are the goals of effective CCoTs. Reviewing County PSO and other agency data can be used many ways.

- We have reviewed and evaluated our CCoT data. Yes/No:** _____
- What are the areas of strength for the county compared to the state? Areas of strength:** _____

- What are the areas of need for the county compared to the state? Areas of need:** _____

- What areas could be positively impacted through the development and implementation of a CCoT Action Plan?**
Areas positively impacted: _____

- What additional data is available to be reviewed e.g. other agency data or reports, district PSO data, etc.**
Additional data: _____

- Does your CCoT plan to review PSO data annually and note changes that may have been positively influenced by CCoT activities?**
Yes/No: _____



Mission and Vision

Mission is written so CCoT members never lose sight of their greater purpose for existing in the first place, and can be “power-packed drivers” of the work, or mantras for the desired level of performance. It should be short and state what business you’re in and who your customer is.

Example of a Mission Statement: *The CCoT will support coordinated efforts by all members and provide quality transition services to promote positive post school outcomes for students with disabilities.*

- We have had discussions on the Mission Statement.** Yes/No: _____
- We have a CCoT Mission Statement.** Yes/No: _____

Mission Statement:	
---------------------------	--

Vision focuses on future outcomes of the CCoT; states why the CCoT is meeting; what is the purpose of the coming together as a group.

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- We have had discussions on our Vision Statement.** Yes/No: _____
- We have a CCoT Vision Statement.** Yes/No: _____

Vision Statement:	
--------------------------	--

- There is a “buy-in” to the mission and vision by members.** Yes/No: _____

Action Plan

The Action Plan is made up of Goals and Activities are often a function of a CCoT. Once membership has been established, the team has had time to develop mission and vision statements, and the team has reviewed relevant data, the CCoT can explore ways to deepen the impact of this collaborative partnership. CCoTs should set attainable goals, especially in the beginning, to create momentum and a sense of accomplishment. The Action Plan documents what will be accomplished, who will do what, when it will be done, and how the outcomes will be measured.

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Our CCoT has developed Goals and Activities for our "Action Plan". Yes/No: _____

Future Plans: _____

Suggested CCoT Team Activities to Guide Goal Development

To help identify common and relevant goals, CCoT members may want to participate in the following two activities.

Review the TIG Guide for CCoTs at

<https://www.witig.org/resource-link.html?id=32736>

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Our CCoT has engaged in "Community Resource Mapping". Yes/No: _____

Future Plans: _____

"Community Conversations" help CCoT members connect with each other to identify topics that would be beneficial to tackle for your students/clients, school, and community.

Our CCoT has engaged in a "Community Conversation". Yes/No: _____

Future Plans: _____



ACTION PLAN

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CCoT ACTION PLAN	From:	To:
Goal 1:		
Activity	Person(s)/Agency Responsible	Anticipated Completion Date
Activity 1:		
Activity 2:		
Activity 3:		
Goal 2:		
Activity	Person(s)/Agency Responsible	Anticipated Completion Date
Activity 1:		
Activity 2:		
Activity 3:		

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Is Your District Represented?



Wisconsin County Community on Transition (CCoT) Improving Outcomes for Youth with Disabilities through Interagency Collaboration

County Community on Transition (CCoT) is a group of stakeholders who have made the commitment to collaborate around identifying barriers to transition planning, to organize the supports needed and to develop solutions for youth with disabilities in the local county they serve. Each of the 72 counties in Wisconsin has an active or emerging CCoT that relies on school district attendance to increase post school outcomes for youth with disabilities.

Purpose of a CCoT

1. **Improve services and outcomes for youth and families.**
2. **Share resources and agency updates.**
3. **Build capacity that leads to change.**
4. **Collect and analyze data to inform action planning.**
5. **Make informed decisions and sustain practice.**

Your district representation is important for many reasons:

- ◆ In the educational world of results driven accountability, data shows that youth with disabilities who attend school in a county with an active CCoT team, have better postsecondary outcomes.
- ◆ The opportunity to collaborate with other districts, agencies and families in your community to identify barriers to transition planning, organizing needed supports, and developing solutions for youth with disabilities in the county you serve creates student opportunities
- ◆ Improve student outcomes through providing transition activities created specific for your community such as: agency directories, community mapping, virtual supports, transition fairs, an amazing race, business tours, community conversations, and family/staff information nights.
- ◆ Advocate for your districts needs to assist youth to explore employment, training and postsecondary education, and engage in skills to be independent in their home and community while building self-advocacy skills.
- ◆ Develop communication between agencies and your school to overcome gaps in services.
- ◆ Assist in creating best practice Postsecondary Transition Plans (PTP's).

"As a Transition Teacher, I valued my CCoT to keep me up to date with the latest changes in agencies and needs in our communities revolving around best transition practices. I was able to keep current and bring back resources for my district to use. I was also able to advocate for our students, families, and staff needs so that we could continue to improve student outcomes. I highly recommend getting involved in your local CCoT!"

~Special Education Transition Teacher

For additional resources, check out the TIG Wisconsin County Community on Transition (CCoT) Toolkit [Wisconsin County Community on Transition \(CCoT\) Toolkit](#)

Questions? To learn more, contact your Transition Improvement Grant Regional Coordinator today!

<https://www.witig.org/contact-us/>

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Section 9: Reaching the Age of Majority/Transfer of Rights and Summary of Performance (SoP)

Beginning at the age of 17, or no less than one year before turning age 18, the student and family must be informed that student rights will transfer to the student on reaching the age of 18 or the “age of majority” – legal adulthood. LEAs often make this notification by sharing information with the student about the rights and responsibilities of becoming a legal adult. A good resource for students, teachers, and parents is the booklet, [What You Should Know about Wisconsin Law: Your Legal Rights and Responsibilities](#), published by the State Bar of Wisconsin.

Once a student turns 18, parents will not receive an invitation to the student’s IEP team meeting unless the student agrees or requests they be invited, or the parents have legal guardianship. The student may also give written permission for an advocate, such as a person knowledgeable about the student or special education, to attend the IEP team meeting.

The IEP team should begin discussing what the Transfer of Rights means with the student and the family more than one year in advance of the student’s eighteenth birthday. If guardianship is a consideration, it is important to provide resources about not only guardianship, but also power of attorney, and supported decision making as options. This will help the student and family understand multiple options to explore when thinking about the transfer of rights. There is a continuum of options for adults (individuals) with disabilities to get the support they need to live full and productive lives. Supported decision making can be a good choice for some students and their families.

In essence, supported decision making is: a guardianship alternative through which people with disabilities use friends, family members, and professionals to help them understand the situations and choices they face, so they may make their own decisions without the need for a guardian. Powers of Attorney, representative payees and simple release of information forms can assist families to provide the support and safeguards their student/ individual needs without imposing full guardianship restrictions.

The DPI and TIG have put together some training materials on the role educator’s play in the transfer of rights. You can find that [here](#).

Summary of Performance

The Summary of Performance (SoP) was made a requirement for students with disabilities upon the reauthorization of IDEA in 2004. The SoP is required for students with disabilities who:

- Graduate from high school with a regular diploma
- Exit high school due to reaching the maximum age (21)
- Complete a High School Equivalency Diploma (HSED) within a DPI approved General Education Development Option #2 (GEDP #2) program

Note: Students who drop-out of school are not required to receive a SoP.

Summary of Performance (SoP)/Notice of Graduation Forms

Districts have the ability to choose the documentation they would like to use to meet the requirements of a Summary of Performance. Three options to consider include:

- DPI Form P-3 is used to provide the parent and the student with notice of graduation with a regular high school diploma and to provide the student a summary of academic achievement and functional performance
- DPI Form P-4 is used to provide the parent and the student with a notice of ending services because of age and to provide the student a summary of academic achievement and functional performance.
- Effective Practice SoP is used to provide the necessary information needed to accommodate youth when entering postsecondary education and employment. There are 2 options available: the student driven form in the PTP Lesson Plans and the Effective Practice form on the TIG site.

Note: Your district may also choose to create their own form that is a combination of one or more of these forms and provide it as an option in your Student Information System (SIS).

How can the SoP be used to ensure a successful transition to postsecondary education, employment, or independent living?

The SoP has multiple purposes:

- To assist in the student eligibility process for reasonable accommodations and support in post-secondary settings. (Please note that accommodations and supports that are written in the SoP are not guaranteed at the postsecondary level.)
- To assist in the Department of Vocational Rehabilitation's (DVR) assessment process.
- To assist the student in transitioning from high school to post high school.
- To record summative documentation that goes with the student when he/she leaves high school.
- For detailed information on graduation options for students with disabilities, refer to the DPI Bulletin No. 10.08

The Summary of Performance MUST be provided at a reasonable time point prior to graduation. Consider the student's measurable postsecondary goals when determining this timeframe. For example, if the student is planning to attend postsecondary education, consider completing the SoP in the fall so the student is better able to apply for accommodations with disability services in a reasonable timeframe. It is not necessary to conduct an IEP meeting to develop the SoP. This document is best drafted along with the student to increase self-awareness and advocacy skills.

This TIG resource has a comprehensive summary of the SoP along with some examples and graphics to support the development of the SoP. [The Summary of Performance \(SoP\): The Power of This Hidden Gem](#)

TIG Student Exit Year and Summary of Performance

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, are linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[A Guide to Developing a Best Practice Summary of Performance or Notice of Graduation](#)

[Sample Notice of Graduation - P-3](#)

[Sample Summary of Performance \(SoP\)](#)

[Sample Summary of Performance – Student Maya Jackson](#)

[Summary of Performance \(SoP\) Fillable Form](#)

[Student/Teacher Form](#)

[Descriptions of Functional Performance Areas for the Summary of Performance](#)



TIG

Transition Improvement Grant

Resources



A Guide to Developing a Best Practice Summary of Performance or Notice of Graduation

When is one required? Eligibility for a Free Appropriate Public Education (FAPE) ends when a student is granted a regular high school diploma, or at the end of the school term in which the student turns age 21. Under these circumstances, the local education agency must provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR 300.305(e)(2) and (3), IDEA

When should it be completed? The summary of performance must be provided at a reasonable point prior to graduation. It is not necessary to conduct an IEP meeting to develop the summary of performance.

What form should be used? The form selected is a district decision. The district can either elect to use the [Best Practice Summary of Performance Document](#) or the [P3/P4 \(Notice of Graduation or Ending Services due to age\)](#).

How can I make this document meaningful for my students? Let the student drive the process, this will ensure that they have knowledge about what is in the document. Consider the following activities to prepare the student to be a strong self-advocate.

- Have the student present the information in their SOP to support practice of sharing this information with adult providers.
- Develop a plan with the student and the family of where to store the document, who to share it with, and what to do if they have questions.
- Continue the discussion with the student about their disability and how they will need to advocate for supports and services once they exit high school.
- Check out the [TIG Self Directed Lesson Plans](#) including: Lesson Plan 15 which focuses on the Student Summary of Performance.

What information should I include in a best practice Summary of Performance?

- Section 1: Assessment Reports:** Attach the most recent assessments completed.
 - Assessments to Consider:

<ul style="list-style-type: none"> <input type="checkbox"/> Achievement/Academics (i.e. Woodcock Johnson, KTEA) <input type="checkbox"/> IQ Testing (i.e. Wechsler) <input type="checkbox"/> Behavior Accommodations <input type="checkbox"/> Communication <input type="checkbox"/> Medical/Physical/Health Plan <input type="checkbox"/> Social/Interpersonal Skills <input type="checkbox"/> Assistive Technology <input type="checkbox"/> Career/Vocational Assessment <input type="checkbox"/> Community Based Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Neuropsychological Assessment <input type="checkbox"/> Response to Intervention (RtI) <input type="checkbox"/> Functional Behavior Analysis (FBA) <input type="checkbox"/> Behavior Intervention Plan (BIP) <input type="checkbox"/> Classroom Observations <input type="checkbox"/> Language/Proficiency <input type="checkbox"/> Psychological/Cognitive <input type="checkbox"/> Self Determination
---	--



[Check out the TIG SOP Livebinder](#)

- ❑ **Section 2: Summary of Academic Achievement**
 - ❑ Describe the student's present level of academic performance.
 - ❑ Statement of how the student's disability impacts those areas.
 - ❑ Accommodations, modifications, assistive technology and supports that were effective in high school.
 - ❑ Consider: English/Language Arts, Math, and Written Language.

- ❑ **Section 3: Summary of Functional Performance**
 - ❑ Describe the student's present level of functional performance.
 - ❑ Statement of how the student's disability impacts the following areas (*General Ability and Problem Solving, Attention and Organization, Learning Skills, Communication, Social Skills and Behavior, Independent Living, Environmental Access and Mobility, Self-Determination/Self-Advocacy, Transition, Time Management, Study Skills, any additional considerations*).
 - ❑ Accommodations, modifications, assistive technology and supports that are effective in high school. How were they used and why?

- ❑ **Section 4: Recommendation to Assist the Student in Meeting Measurable Postsecondary Goal(s)**
 - ❑ Recommendations for accommodations, assistive technology, compensatory strategies, and/or support services to enhance access and participation in postsecondary goals including contact information.
 - ❑ Education and Training
 - ❑ Employment
 - ❑ Independent Living

- ❑ **Section 5: Student Perspective**
 - ❑ How does your disability affect your schoolwork and school activities?
 - ❑ In the past, what supports have been tried by teachers or by you to help your success in school?
 - ❑ What assistive technology do you use? How and when is it used?
 - ❑ Which of these accommodations, assistive technologies, and supports has worked best for you? Why?
 - ❑ What are your strengths and needs as you leave high school and begin further learning, working and living?

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NOTICE OF GRADUATION
Form P-3 (Rev. 7/06)

Harvey Area SCHOOL DISTRICT

[If you need this notice in a different language or communicated in a different way, or have questions about this notice, please contact Dr. Jones, Special Education Director at (555) 555-1234.]

Dear **Mrs. Graduate,**

Date **10/05/2020**

On **10/05/2020** the school district conducted a meeting to review the individualized education program (IEP) for **Kathy Graduate.**

- You participated in this meeting.
 You did not participate in the meeting and the school district made three attempts to involve you as follows:

The purpose of the meeting was to consider whether graduation requirements will be met by the end of the current school year, whether the IEP goals will be substantially completed, and whether new goals are needed for the coming school year. At the meeting, the IEP team participants reviewed the following evaluation procedures, tests, records or reports as the basis for making decisions regarding graduation:

- IEP goals
- Postsecondary Transition Plan goals and transition services
- High School credit requirements/Transcript
- Reading progress

The IEP team participants determined that the graduation requirements will be met at the end of the current school year. The IEP team also decided that the IEP goals will be substantially completed, and new IEP goals are not needed for the coming school year. Therefore, your child is expected to graduate on **June 5, 2021.**

Other options, if any, (related to graduation requirements, substantial completion of IEP goals, and the need for new IEP goals for the coming school year) which were considered and the reason(s) they were rejected, and a description of any other factors relevant to the proposed action:

None

Graduation will permanently end your child's entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act (IDEA) and Sub. V, Chapter 115, Wis. Stats., the state special education law. Therefore, after graduation your child will no longer be entitled to receive special education and related services from a school district or other local education agency.

Upon graduation the school district is required to provide you with the following summary information about your child.

Summary of academic achievement:

READING

Kathy comprehends at a first-second grade level. Decoding and safety sight words are strengths, but she struggles with retaining information from passages of 5 sentences or more. Kathy enjoys researching different breeds of cats and dogs on the internet. Kathy's delay in reading impacts her decoding, fluency and accuracy when reading texts above the second grade level. This hinders her ability to function independently when trying to complete assigned tasks and follow written directions. Kathy uses Kurzweil 3000 to have texts and directions read to her and she uses Dragon Naturally Speaking to dictate emails and information about herself.

WRITING:

Kathy enjoys using her computer to write letters and email messages to friends and acquaintances. She can write a complete sentence using correct end punctuation and a capitol letter. She is able to sign her name, address and telephone number. Filling out forms, including job applications, is a challenge. Kathy struggles to use written communication to express complex thoughts and ideas. Kathy has been provided job coaching during high school work experiences. The job coach created task analysis of each assigned task and used visuals to help Kathy follow the steps needed to appropriately complete the overall task.

MATH:

Kathy is currently functioning in math at a third-fourth grade level. She can add, subtract, multiply and divide decimal/currency figures using a calculator. Story problems, checkbook, balancing and budgeting have been taught for several years, but continue to be areas of emergent skills. Kathy's disability affects her understanding of higher level math concepts and vocabulary. She has a difficult time remembering more than one or two steps when trying to solve a problem. Kathy has use of a calculator on all math calculations. She can create a simple budget and grocery list when given the amount of money she can spend by using the calculator.

Summary of functional performance:

General Ability & Problem-Solving: The Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) – Sept. 2019 results, Full Scale IQ Score = 66, Kathy's cognitive ability (overall thinking and reasoning abilities) fall in the below average range of intellectual functioning as compared to her grade level peers. Kathy struggles in new situations because it is hard for her to generalize skills she has learned in the classroom to real-world situations. She is not able to make safe decisions without guardian input. Kathy's mother is her guardian with limited guardianship and must be involved in decisions including finances, medical and education.

Attention & Organization: Time Management/Study Skills: Kathy can tell time to the hour and uses a timer to let her know when to take breaks and transition to a new task. She has greatly reduced her distractibility and off-task time at her work experience sites. Kathy needs reminders to stay on-task as she can be easily distracted. She needs to be reminded that socialization needs to happen during her break times. An electronic timer has been a support that the job coach will use to alert Kathy of transition times.

Learning Styles: Kathy benefits from repeated instructions and demonstrations when learning new tasks. She performs better when tests are read to her. Kathy likes hands-on activities and is able to verbally share information much easier than in writing. Kathy can follow instructions when she is

allowed to manipulate the materials. Classroom accommodations have included having tests read, allowing for oral responses to test questions, and use of a scribe.

Communication: Kathy is very social but can be inappropriate at times and will interrupt people. Her supervisors and co-workers are very understanding with Kathy and help redirect her when the conversation is off topic. Kathy's developmental delay affects her conversations with others. At times she wants to discuss immature or childlike topics. Natural supports in the work setting and redirection using verbal cues given by peers assist Kathy in this area.

Social Skills & Behavior: Kathy gets along well with adults, but sometimes is immature with her peers, especially males. She doesn't always understand how to be appropriate with males. This causes concern for her safety when out in the community.

Independent Living: Kathy receives SSI and currently lives in the basement of her parents' home. She does her laundry and cleaning independently. She eats healthy meals. Her mom helps Kathy with shopping, cooking, waking up in the morning, and budgeting. Kathy has a dual signature checking account and is unable to live independently without support. She needs prompting and support to follow daily routines.

Environmental Access & Mobility: Kathy has practiced using public transportation with adult supervision. There is a safety concern with Kathy using public transportation independently because she talks to people she does not know and is inappropriate with adult males. She has successfully taken a cab with coaching.

Self-Determination & Self-Advocacy: Kathy talks about her interests including her love of animals with others. She has a hard time explaining her strengths and accommodations needed to be successful. It is hard for her to identify her areas of need and to ask for help.

Career, Vocational, Transition, & Employment: Kathy has participated in several volunteer, program-paid and employer-paid work experiences. She enjoyed working at the nursing home, the daycare kitchen and Wal-Mart. She disliked working with the school custodian (she dislikes cleaning). Kathy currently works about 12 hours per week at the nursing home, on their payroll. Kathy requires job coaching and follow-along services to be successful. Her transition teacher checks with the employer weekly to monitor progress and to deal with any issues that arise. Kathy is receiving 100% job coaching at this time.

Additional Information: Kathy is very dependable and takes pride in her work. She accepts constructive criticism. Kathy exercises regularly at the YMCA and is in good physical condition. She attends the YMCA with a mentor. The mentor/family friend assists with engaging Kathy in appropriate exercise activities.

Recommendation to assist in meeting postsecondary goals:

After high school Kathy will receive on-the-job training (including an apprenticeship).

- Job Coach
- Electronic timer
- Visual task lists
- Calculator
- Kurzweil and Dragon Naturally Speaking
- Public transportation with assistance

After completing or obtaining postsecondary education or training, Kathy will be employed in the field of Human Services-Family and Community Services - Social and Human Services Assistant.

- Job Coach & Worksite Natural Support
- Guardian
- Public transportation with assistance
- Meet with Benefit Specialist impact of earnings on SSI benefits.
- Electronic timer
- Visual Task Lists
- Calculator
- Kurzweil and Dragon Naturally Speaking

After high school, with long-term supports, Kathy plans to live in an apartment in North Town with a roommate.

- Job Coach & Worksite Natural Support
- Guardian
- Public Transportation with assistance
- Meet with Benefit Specialist determine impact of earnings on SSI benefits.
- Electronic Timer
- Visual Task Lists
- Calculator
- Kurzweil and Dragon Naturally Speaking

You and your child have protection under the procedural safeguards (rights) of special education law. The school district must provide you with a copy of your procedural safeguards once a year. Enclosed is a copy or earlier this year you received a copy of your procedural safeguard rights in a brochure about parent and child rights. If you would like another copy of this brochure, please contact the district at the telephone number above. In addition to district staff, you may also contact **Dr. Jones, Special Education Director** at **(555) 555-1234** if you have questions about your rights.

Sincerely,

Mrs. School, LEA

Name and Title of District Contact Person

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.



Summary of Performance (SoP)

School District Harvey Area School District

High School Harvey High School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The information about the student's current level of functioning is intended to help postsecondary institutions and adult service agencies consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or the adult services system. These eligibility decisions will continue to be made on a case-by-case basis.**

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

Background Information

Student Name: Kathy Graduate

Date of Birth: 3/4/1994

Year of Graduation/Exit: 6/5/2015

Address: 121 West Main, North Town, WI 53901

Home Phone: 715-444-2222

Cell Phone: 999-700-0000

Student's Primary Disability: Significant Developmental Delay

Secondary Disability (if applicable): N/A

(Official diagnosis of disability is necessary for accessing services under the Americans with Disabilities Act – see Assessment Reports below)

Part 1: Assessment Reports

Check and **attach** the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Achievement/Academics | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Intervention Plan (BIP) |
| <input type="checkbox"/> Behavior Accommodations | <input checked="" type="checkbox"/> Career/Vocational Assessment | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Communication | <input checked="" type="checkbox"/> Community-Based Assessment | <input type="checkbox"/> Language/Proficiency |
| <input type="checkbox"/> Medical/Physical/Health Plan | <input type="checkbox"/> Neuropsychological Assessment | <input checked="" type="checkbox"/> Psychological/Cognitive |
| <input type="checkbox"/> Reading Assessment | <input type="checkbox"/> Response to Intervention (RtI) | <input type="checkbox"/> Self Determination |
| <input checked="" type="checkbox"/> Social/Interpersonal Skills | <input type="checkbox"/> Functional Behavior Analysis (FBA) | |

Information Assessments (specify): _____

Other (specify): _____

Reviewed: 11/2018

Transition Improvement Grant (www.witig.org) IDEA CFDA #84.027.

Developed in cooperation with Wisconsin DPI and the Nationally Ratified Summary of Performance <http://www.calstat.org/publications/pdfs/SOP.pdf> Revised March 5, 2015

Summary of Performance (SoP)

Part 2: Summary of Academic Achievement

Next to each specified area, complete the following:

1. Description of the student's present level of academic performance
2. Statement of how the student's disability impacts those areas
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports
English/Language Arts <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Language 	<p>READING: Kathy comprehends at a first- second grade level. Decoding and safety sight words are strengths, but Kathy struggles with retaining information from passages of 5 sentences or more. She enjoys researching different breeds of cats and dogs on the Internet.</p> <p>WRITING: Kathy enjoys using her computer to write letters and email messages to friends and acquaintances. Kathy can write a complete sentence using correct end punctuation and a capitol letter. She is able to sign her name, address and telephone number.</p>	<p>READING: Kathy's delay in reading impacts her decoding, fluency and accuracy when reading texts above the second grade level. This hinders her ability to function independently when trying to complete assigned tasks and follow written directions.</p> <p>WRITING: Filling out forms, including job applications, is a challenge. She struggles to use written communication to express complex thoughts and ideas.</p>	<ul style="list-style-type: none"> • Laptop Computer: Kathy uses Kurzweil 3000 to have texts and directions read to her. She also uses Dragon Naturally Speaking to dictate emails and information about herself. • Job Coach: Kathy has been provided job coaching during high school work experiences. The job coach created task analysis of each assigned task and used visuals to help Kathy follow the steps needed to appropriately complete the overall task.
Math <ul style="list-style-type: none"> • Number & Quantity • Algebra • Functions • Geometry • Statistics & Probability 	<p>Kathy is currently functioning at a third-fourth grade level. Kathy can add, subtract, multiply and divide decimal/currency figures using a calculator. Story problems, checkbook, balancing and budgeting have been taught for several years, but continue to be areas of emergent skills.</p>	<p>Kathy's disability affects her understanding of higher level math concepts and vocabulary. She has a difficult time remembering more than one or two steps when trying to solve a problem.</p>	<p>Calculator: Kathy can create a simple budget and grocery list when given the amount of money she can spend and use of a calculator.</p>

Summary of Performance (SoP)

Did the student receive accommodations on standardized tests (WKCE, ACT, MAPS, etc.)? Yes No

If yes, describe the accommodation provided: Tests read aloud, small group setting, extended time, use of a calculator and scribe for written portions.

DEFINITIONS

- **Accommodation:** A support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.
- **Modification:** A change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.
- **Assistive Technology (AT):** Any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.
- **Supports:** Connections or coordination with outside agencies, personnel or other services or supports used in high school.

Part 3: Summary of Functional Performance:

Consider each area listed, and check the boxes next to the area that are addressed in the description of performance. Then, for each area, provide the following:

1. Description of the student’s present level of functional performance.
2. Statement of how the student’s disability impacts those areas.
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Functional Performance	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports*
<ul style="list-style-type: none"> • Check the box next to each area you plan to address. 	<ul style="list-style-type: none"> • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student’s disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills?
<input checked="" type="checkbox"/> General Ability and Problem-Solving	The Wechsler Adult Intelligence Scale – Third Edition (WAIS-III) – Sept. 2013 results Full Scale IQ Score = 66 Kathy’s cognitive ability (overall thinking and reasoning abilities) fall in the below average range of intellectual functioning as compared to her grade level peers.	Kathy struggles in new situations because it is hard for her to generalize skills she has learned in the classroom to real-world situations. Kathy is not able to make safe decisions without guardian input.	<ul style="list-style-type: none"> • Guardian (mother) – Kathy’s mother has limited guardianship and must be involved in decisions including finances, medical and education.

Summary of Performance (SoP)

☒ Attention and Organization:	Kathy can tell time to the hour and uses a timer to let her know when to take breaks and transition to a new task. Kathy has greatly reduced her distractibility and off-task time at her work experience sites.	Kathy needs reminders to stay on-task as she can be easily distracted. Kathy needs to be reminded that socialization needs to happen during her break times.	<ul style="list-style-type: none"> • Electronic Timer – Kathy’s job coach uses the timer to alert Kathy of transition times.
☒ Learning Skills	Kathy benefits from repeated instructions and demonstrations. She benefits from oral testing. Kathy likes hands-on activities and tasks.	Kathy is able to orally share information much easier than in writing. Kathy can follow instructions when she is allowed to manipulate the materials.	<ul style="list-style-type: none"> • Directions read aloud • Orally shows knowledge obtained
☒ Communication	Kathy is very social but can be inappropriate at times. At times she will interrupt people. Her supervisors and co-workers are very understanding with Kathy and help redirect her when the conversation is off topic.	Kathy’s developmental delay affects her conversations. At times she wants to discuss immature or childlike topics.	<ul style="list-style-type: none"> • Natural Supports – Redirection using verbal cues given by peers.
☒ Social Skills and Behavior	Kathy gets along well with adults, but sometimes is immature with her peers, especially males.	Kathy doesn’t always understand how to be appropriate with males. This causes concern for her safety when out in the community.	<ul style="list-style-type: none"> • Natural Supports (mother) • Long-term support
☒ Independent Living	Kathy receives SSI. She lives in the basement of her parents’ home and does her laundry and cleaning independently. Kathy eats healthy meals. Her mom helps Kathy with shopping, cooking, waking up in the morning, and budgeting. She has a dual signature checking account.	Kathy is unable to live independently on her own. She needs prompting and support to follow daily routines.	<ul style="list-style-type: none"> • Natural Supports (mother) • Long-term support
☒ Environmental Access and	Kathy has practiced using public	At this time, Kathy is unsafe to	<ul style="list-style-type: none"> • Long-term Supports

Summary of Performance (SoP)

<p>Mobility</p>	<p>transportation with adult supervision. There is a safety concern with Kathy using public transportation independently. She has successfully taken a cab with coaching.</p>	<p>use public transportation on her own because she talks to people she does not know and is inappropriate with adult males.</p>	<ul style="list-style-type: none"> • Public Transportation Company
<p><input checked="" type="checkbox"/> Self-Determination/Self-Advocacy</p>	<p>Kathy talks about her interests. She has a hard time explaining her strengths and accommodations needed to be successful.</p>	<p>Kathy enjoys talking about her love of animals. It is hard for her to identify her areas of need and to ask for help.</p>	<ul style="list-style-type: none"> • Job Coaching – verbal prompting and visual task lists • Long-term Support – verbal prompting, visual task lists along with advocacy assistance.
<p><input checked="" type="checkbox"/> Career-Vocational/Transition/ Employment</p>	<p>Kathy has participated in several volunteer, program-paid and employer-paid work experiences. She enjoyed working at the nursing home, the daycare kitchen and Wal-Mart. She disliked working with the school custodian (she dislikes cleaning). Kathy currently works about 12 hours per week at the nursing home, on their payroll.</p>	<p>Kathy requires job coaching and follow-along services to be successful. Her transition teacher checks with the employer weekly to monitor progress and to deal with any issues that arise.</p>	<ul style="list-style-type: none"> • Job Coaching • Long-term Support
<p><input type="checkbox"/> Time Management/Study Skills</p>			
<p><input checked="" type="checkbox"/> Additional Considerations: <i>(may assist in making decisions about disability determination and needed accommodations)</i></p>	<p>Kathy is very dependable and takes pride in her work. She accepts constructive criticism. Kathy exercises regularly at the YMCA and is in good physical condition.</p>	<p>Kathy attends the YMCA with a mentor. The mentor assists with engaging Kathy in appropriate exercise activities.</p>	<ul style="list-style-type: none"> • Mentor (Family Friend)

Summary of Performance (SoP)

Part 4: Recommendations to Assist the Student in Meeting Measurable Postsecondary Goal(s)

This section presents recommendations for accommodations, assistive technology, compensatory strategies, and/or support services to enhance access and participation in postsecondary goals.

Postsecondary Goal Areas	Measurable Postsecondary Goal	Recommended Assistive Technology/Accommodations <ul style="list-style-type: none"> • Of the accommodations, assistive technology, compensatory strategies, and/or support services listed in Parts 2 & 3, which are recommended to follow the student to the postsecondary environment(s)? 	Contact Information/Resources** <ul style="list-style-type: none"> • Agency Name • Address, e-mail of person or agency • Name/Title of Case Manager • Phone number
Education/Training	After high school Kathy will receive on-the-job training (including an apprenticeship).	Job Coach Electronic Timer Visual Task Lists Calculator Kurzweil and Dragon Naturally Speaking Public Transportation with assistance	Division of Vocational Rehabilitation Jane Doe, Vocational Rehab. Counselor 1220 South Road, Suite 130 North Town, WI 53907 (O) 605-445-0202 www.dwd.wisconsin.gov Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000 www.adrc.org
Employment	After completing or obtaining postsecondary education or training, Kathy will be employed in the field of Human Services-Family and Community Services - Social and Human Services Assistant.	Job Coach & Worksite Natural Support Guardian Public Transportation with assistance Meet with Benefit Specialist impact of earnings on SSI benefits. Electronic Timer Visual Task Lists Calculator Kurzweil and Dragon Naturally Speaking	Division of Vocational Rehabilitation Jane Doe, Vocational Rehab. Counselor 1220 South Road, Suite 130 North Town, WI 57777 (O) 605-445-0202 www.dwd.wisconsin.gov Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000 www.adrc.org
Independent Living <i>(if appropriate)</i>	After high school, with long-term supports, Kathy plans to live in an apartment in North Town with a roommate.	Long-term Support Guardian Mentor (Family Friend) Public Transportation Company	Aging & Disabilities Resource Center Frank Smith, Benefits Specialist 4784 North Road North Town, WI 53907 (O) 605-000-0000

Summary of Performance (SoP)

Part 5: Questions for Students to Address (Recommended: student involvement in the Summary of Performance process makes the SoP a more meaningful document for students as they move to postsecondary environments)

SUMMARY OF PERFORMANCE - STUDENT PERSPECTIVE

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

I need help with tests and filling out forms. I also need help when learning new things at work.

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

I need extra time to finish things. Pictures help me understand. A timer helps me know when to take a break and then I can talk to my friends.

C. What assistive technology do you use? How and when is it used?

Laptop computer, calculator, timer, Kurzweil 3000 and Dragon Naturally Speaking.

D. Which of these accommodations, assistive technologies, and supports *has worked BEST* for you? Why?

Things that help me are my Job Coach, my mom, Long-term Support Worker and my mentor. I do better at my job when I use my technology supports.

E. Which of these accommodations, assistive technologies, and supports *have NOT worked*? Why not?

Not having a job coach with me every day. Written task lists do not help me.

F. What are your strengths and needs as you leave high school and begin further learning, working and living?

I am very friendly. I am a hard worker. I will need help with job stuff. I want to have my own apartment and a roommate. I want my mom to help me with my money.

Summary of Performance (SoP)

School District Springfield Area School District

High School Lincoln High School

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The information about the student's current level of functioning is intended to help postsecondary institutions and adult service agencies consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or the adult services system. These eligibility decisions will continue to be made on a case-by-case basis.**

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

Background Information

Student Name: Maya Jackson

Date of Birth: 8/8/2001

Year of Graduation/Exit: June 5, 2020

Address: 258 East Street, Summers, Wisconsin 51111

Home Phone: (608) 456-7890

Cell Phone: (608) 282-3030

Student's Primary Disability: Specific Learning Disability

Secondary Disability (if applicable): N/A

(Official diagnosis of disability is necessary for accessing services under the Americans with Disabilities Act – see Assessment Reports below)

Part 1: Assessment Reports

Check and **attach** the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Achievement/Academics | <input checked="" type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Intervention Plan (BIP) |
| <input type="checkbox"/> Behavior Accommodations | <input checked="" type="checkbox"/> Career/Vocational Assessment | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Community-Based Assessment | <input type="checkbox"/> Language/Proficiency |
| <input type="checkbox"/> Medical/Physical/Health Plan | <input type="checkbox"/> Neuropsychological Assessment | <input checked="" type="checkbox"/> Psychological/Cognitive |
| <input type="checkbox"/> Reading Assessment | <input type="checkbox"/> Response to Intervention (RtI) | <input type="checkbox"/> Self Determination |
| <input type="checkbox"/> Social/Interpersonal Skills | <input type="checkbox"/> Functional Behavior Analysis (FBA) | |
|
 | | |
| <input checked="" type="checkbox"/> Information Assessments (<i>specify</i>): <u>Academic and Career Planning Portfolio</u> | | |
| <input checked="" type="checkbox"/> Other (<i>specify</i>): <u>Individual Education Plan (IEP) and Individual Plan for Employment (IPE)</u> | | |

Summary of Performance (SoP)

Part 2: Summary of Academic Achievement

Next to each specified area, complete the following:

1. Description of the student's present level of academic performance
2. Statement of how the student's disability impacts those areas
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports
	<ul style="list-style-type: none"> • Provide a grade level or appropriate test score (check with postsecondary environment for guidance). • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student's disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills in the academic area(s)?
English/Language Arts <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Language 	WJIII-Academic Achievement: (Spring 2018) Broad Reading: 7.7 (Grade Level) - Word Identification, Reading Speed & Comprehension Letter-Word Identification: 7.2 (Grade Level) Story Recall: 4.6 (Grade Level) Passage Comprehension: 6.7 (Grade Level) Written Expression: 8.3 (Grade Level) Writing Fluency: 8.8 (Grade Level) Writing Samples: 7.6 (Grade Level)	Maya is able to express herself well with verbal communication and participates well in discussions. At times Maya is distracted and needs to have directions repeated. She does better reading material rather than listening to it.	*Extended Time - Tests/Quizzes The extra time allows for full completion of exams and having directions repeated if necessary. *Alternative Testing Site – Necessary because Maya is easily distracted by others and requires a quiet setting.
Math <ul style="list-style-type: none"> • Number & Quantity • Algebra • Functions • Geometry • Statistics & Probability 	Broad Math: 9.1 (Grade Level) - Calculation Skills, Problem-solving, Calculation Speed Applied Problems: 7.2 (Grade Level) Calculation: 8.4 (Grade Level)	Maya has difficulty figuring out fractions, percentages and interest especially when material is presented again at a later time.	*Extended Time - Tests/Quizzes *Alternative Testing Site *Use of Calculator on Tests/Quizzes – In order to complete exams in time allotted the calculator helps with her calculation speed and accuracy.
Did the student receive accommodations on standardized tests (Forward, Aspire, ACT, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, describe the accommodation provided: Extended Time (Time and 1/2), use of a calculator and alternative testing site.			

Summary of Performance (SoP)

DEFINITIONS

- **Accommodation:** A support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.
- **Modification:** A change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.
- **Assistive Technology (AT):** Any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other “low-tech” devices.
- **Supports:** Connections or coordination with outside agencies, personnel or other services or supports used in high school.

Part 3: Summary of Functional Performance:

Consider each area listed, and check the boxes next to the area that are addressed in the description of performance. Then, for each area, provide the following:

1. Description of the student’s present level of functional performance.
2. Statement of how the student’s disability impacts those areas.
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Functional Performance	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports*
<ul style="list-style-type: none"> • Check the box next to each area you plan to address. 	<ul style="list-style-type: none"> • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student’s disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills?
<input checked="" type="checkbox"/> General Ability and Problem-Solving	(WAIS-IV) Wechsler Adult Intelligence Scale-Fourth Edition: (Spring 2018) Full Scale IQ: 87 Maya's tests related to visual problem-solving (thinking / reasoning tasks) were in the average range. Her score on giving verbal answers to questions using long or short term memory and reasoning tasks were in the low-average range. Lowest scores were on tasks involving working memory (short term recall).	Maya is a very friendly-outgoing young lady with strong self-advocacy skills. She can become easily distracted by events happening around her and thus needs frequent reminders to stay on task. She struggles with organizing her time, education and personal life. Maya plans to attend MATC Madison (Truax Campus) to earn a degree in the medical field as a Nurse.	*Schedule Organizer & Task Tracker (Electronic) – allows Maya to be independent in this area when used.

Summary of Performance (SoP)

<input checked="" type="checkbox"/> Attention and Organization:	See above	See above	See above
<input type="checkbox"/> Learning Skills			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Social Skills and Behavior			
<input type="checkbox"/> Independent Living			
<input type="checkbox"/> Environmental Access and Mobility			
<input checked="" type="checkbox"/> Self-Determination/Self-Advocacy	Maya has great self-advocacy skills that have transferred to all environments.		
<input type="checkbox"/> Career-Vocational/Transition/ Employment			
<input checked="" type="checkbox"/> Time Management/Study Skills	See above	See above	See above
<input type="checkbox"/> Additional Considerations: <i>(may assist in making decisions about disability determination and needed accommodations)</i>			

Summary of Performance (SoP)

Part 5: Questions for Students to Address *(Recommended: student involvement in the Summary of Performance process makes the SoP a more meaningful document for students as they move to postsecondary environments)*

Postsecondary Goal Areas	Measurable Postsecondary Goal	Recommended Assistive Technology/Accommodations <ul style="list-style-type: none"> • Of the accommodations, assistive technology, compensatory strategies, and/or support services listed in Parts 2 & 3, which are recommended to follow the student to the postsecondary environment(s)? 	Contact Information/Resources** <ul style="list-style-type: none"> • Agency Name • Address, e-mail of person or agency • Name/Title of Case Manager • Phone number
Education/Training	After high school graduation, Maya will attend Madison Technical College (Truax Campus) to pursue a degree in the health sciences field - Therapeutic Services - Licensed Practical Nurse	<ol style="list-style-type: none"> 1. Meet with a Disability Resources Services Counselor and request the following accommodations: extended time (time an 1/2) - tests/quizzes, alternative testing site, and use of a calculator on tests/quizzes 2. Utilize (electronic) schedule organizer & task tracker 3. Continue to self-advocate 4. Communicate with Vocational Rehabilitation Counselor, monthly, to update Individual Plan for Employment (IPE) 	<p>Madison Area Technical College Attn: Disability Resource Services 1701 Wright Street Madison, WI 53704 (O) 608-246-6716 Email: drs@madisoncollege.com</p> <p>Division of Vocational Rehabilitation (DVR) 201 East Washington Avenue PO Box 7852 Madison, WI 53070-7852 (O) 608-261-0050 Email: dvr@dwd.wisconsin.gov</p>
Employment	After earning an associate's degree, Maya will work full-time as a Licensed Practical Nurse at a community clinic.	<ol style="list-style-type: none"> 1. Utilize schedule organizer & task tracker (electronic) 2. Continue to self-advocate 3. Communicate with Vocational Rehabilitation Counselor monthly to update Individual Plan for Employment 	<p>Division of Vocational Rehabilitation (DVR) 201 East Washington Avenue PO Box 7852 Madison, WI 53070-7852 (O) 608-261-0050 Email: dvr@dwd.wisconsin.gov</p>
Independent Living <i>(if appropriate)</i>	N/A		

Summary of Performance (SoP)

SUMMARY OF PERFORMANCE - STUDENT PERSPECTIVE

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

I struggle with balancing time and am very forgetful. I get distracted easy, so it takes me longer to finish tests and quizzes, especially if I have to solve math problems involving fractions and decimals.

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

Taking tests and/or quizzes in a different room and having extra time to finish, work best for me. Having directions repeated also helps me.

C. What assistive technology do you use? How and when is it used?

I usually do not have issues solving math problems during class time. However, by the time 7th hour study hall comes around, I totally forget how to do it. Reviewing my notes and using a calculator is very helpful. One other thing that I couldn't live without is my day planner / task organizer! I use an electronic organizer that I can access from my cell phone, laptop and iPad. It is the one thing that helps me to turn projects and assignments in on time.

D. Which of these accommodations, assistive technologies, and supports *has worked BEST* for you? Why?

Having extra time to finish my tests/quizzes, taking tests/quizzes in a small and quiet place, being able to use a calculator and having directions repeated are also very helpful.

E. Which of these accommodations, assistive technologies, and supports *have NOT worked*? Why not?

One of my teachers tried reading a test aloud. That was a big mistake! By the time she finished reading the fifth question I was completely lost. I felt so overwhelmed I blurted out, "Please stop reading the questions"!

F. What are your strengths and needs as you leave high school and begin further learning, working and living?

I am a hard worker and will ask for help when needed. Staying in contact with my DVR counselor and connecting with a new counselor through the DRS services program on campus will be huge as I begin the next chapter of my life.

The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.



Summary of Performance (SoP)

School District _____

High School _____

The Summary of Performance (SoP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. The information about the student's current level of functioning is intended to help postsecondary institutions and adult service agencies consider accommodations for access. **These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in postsecondary education or the adult services system. These eligibility decisions will continue to be made on a case-by-case basis.**

The Summary of Performance is most useful when linked with the IEP process and the student has the opportunity to actively participate in the development of this document.

Background Information

Student Name: _____

Date of Birth: _____

Year of Graduation/Exit: _____

Address: _____

Home Phone: _____

Cell Phone: _____

Student's Primary Disability: _____

Secondary Disability (if applicable): _____

(Official diagnosis of disability is necessary for accessing services under the Americans with Disabilities Act – see Assessment Reports below)

Part 1: Assessment Reports

Check and **attach** the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning:

- | | | |
|---|---|---|
| <input type="checkbox"/> Achievement/Academics | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Intervention Plan (BIP) |
| <input type="checkbox"/> Behavior Accommodations | <input type="checkbox"/> Career/Vocational Assessment | <input type="checkbox"/> Classroom Observations |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Community-Based Assessment | <input type="checkbox"/> Language/Proficiency |
| <input type="checkbox"/> Medical/Physical/Health Plan | <input type="checkbox"/> Neuropsychological Assessment | <input type="checkbox"/> Psychological/Cognitive |
| <input type="checkbox"/> Reading Assessment | <input type="checkbox"/> Response to Intervention (Rtl) | <input type="checkbox"/> Self Determination |
| <input type="checkbox"/> Social/Interpersonal Skills | <input type="checkbox"/> Functional Behavior Analysis (FBA) | |

Information Assessments (specify): _____

Other (specify): _____

Summary of Performance (SoP)

Part 2: Summary of Academic Achievement

Next to each specified area, complete the following:

1. Description of the student's present level of academic performance
2. Statement of how the student's disability impacts those areas
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Academic Achievement	Description of Performance	Statement of IMPACT	Accommodations, Assistive Technology & Supports
English/Language Arts <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Language 	<ul style="list-style-type: none"> • Provide a grade level or appropriate test score (check with postsecondary environment for guidance). • Provide a description of skills in each area addressed. 	<ul style="list-style-type: none"> • Does the student's disability impact functioning in this area? • If so, describe the impact. 	<ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills in the academic area(s)?
Math <ul style="list-style-type: none"> • Number & Quantity • Algebra • Functions • Geometry • Statistics & Probability 			
Did the student receive accommodations on standardized tests (WKCE, ACT, MAPS, etc.)? <input type="checkbox"/> Yes <input type="checkbox"/> No			
If yes, describe the accommodation provided:			

DEFINITIONS

- **Accommodation:** A support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students.
- **Modification:** A change to the general education curriculum or other material being taught, which alters the standards or expectations for students with disabilities. Instruction can be modified so that the material is presented differently and/or the expectations of what the student will master are changed.
- **Assistive Technology (AT):** Any device that helps a student with a disability function in a given environment. AT can include simple devices such as laminated pictures for communication, removable highlighter tapes, Velcro and other "low-tech" devices.
- **Supports:** Connections or coordination with outside agencies, personnel or other services or supports used in high school.

Summary of Performance (SoP)

Part 3: Summary of Functional Performance:

Consider each area listed, and check the boxes next to the area that are addressed in the description of performance. Then, for each area, provide the following:

1. Description of the student's present level of functional performance.
2. Statement of how the student's disability impacts those areas.
3. Accommodations, modifications, assistive technology and supports that were effective in high school to assist the student in achieving progress.

Functional Performance <ul style="list-style-type: none"> • Check the box next to each area you plan to address. 	Description of Performance <ul style="list-style-type: none"> • Provide a description of skills in each area addressed. 	Statement of IMPACT <ul style="list-style-type: none"> • Does the student's disability impact functioning in this area? • If so, describe the impact. 	Accommodations, Assistive Technology & Supports* <ul style="list-style-type: none"> • What accommodations, assistive technology and supports have been used by the student and proven effective? • What is the impact of each on skills?
<input type="checkbox"/> General Ability and Problem-Solving			
<input type="checkbox"/> Attention and Organization:			
<input type="checkbox"/> Learning Skills			
<input type="checkbox"/> Communication			
<input type="checkbox"/> Social Skills and Behavior			
<input type="checkbox"/> Independent Living			
<input type="checkbox"/> Environmental Access and Mobility			
<input type="checkbox"/> Self-Determination/Self-Advocacy			
<input type="checkbox"/> Career-Vocational/Transition/ Employment			
<input type="checkbox"/> Time Management/Study Skills			
<input type="checkbox"/> Additional Considerations: <i>(may assist in making decisions about disability determination and needed accommodations)</i>			

Summary of Performance (SoP)

Part 4: Recommendations to Assist the Student in Meeting Measurable Postsecondary Goal(s)

This section presents recommendations for accommodations, assistive technology, compensatory strategies, and/or support services to enhance access and participation in postsecondary goals.

Postsecondary Goal Areas	Measurable Postsecondary Goal	Recommended Assistive Technology/Accommodations <ul style="list-style-type: none"> • Of the accommodations, assistive technology, compensatory strategies, and/or support services listed in Parts 2 & 3, which are recommended to follow the student to the postsecondary environment(s)? 	Contact Information/Resources** <ul style="list-style-type: none"> • Agency Name • Address, e-mail of person or agency • Name/Title of Case Manager • Phone number
Education/Training			
Employment			
Independent Living <i>(if appropriate)</i>			

Summary of Performance (SoP)

Part 5: Questions for Students to Address (Recommended: student involvement in the Summary of Performance process makes the SoP a more meaningful document for students as they move to postsecondary environments)

SUMMARY OF PERFORMANCE - STUDENT PERSPECTIVE

- A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?

- B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

- C. What assistive technology do you use? How and when is it used?

- D. Which of these accommodations, assistive technologies, and supports *has worked BEST* for you? Why?

- E. Which of these accommodations, assistive technologies, and supports *have NOT worked*? Why not?

- F. What are your strengths and needs as you leave high school and begin further learning, working and living?

Student & Teacher Collaborative: Summary of Performance

[Year]

Student Name: _____

***This document is intended to be completed by the student AND teacher together. However, the responsibility falls to schools to ensure accurate completion.**

Student Information		
Address: _____	School District: _____	High School: _____
Date of Birth: _____	Cell Phone: _____	Home Phone: _____
Year of Graduation/Exit: _____	Primary Disability: _____	Secondary Disability: _____
Strengths: _____		

Assessment Reports		
Teachers: Check and attach the most recent copy of assessment reports that clearly identifies the student's disability or functional limitations and that will assist in postsecondary planning along with any suggestions or summary points you feel appropriate.		
<input type="checkbox"/> Achievement/Academics	<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> Behavior Intervention Plan (BIP)
<input type="checkbox"/> Behavior Accommodations	<input type="checkbox"/> Career/Vocational Assessment	<input type="checkbox"/> Classroom Observations
<input type="checkbox"/> Communication	<input type="checkbox"/> Community-Based Assessment	<input type="checkbox"/> Language/Proficiency
<input type="checkbox"/> Medical/Physical/Health Plan	<input type="checkbox"/> Neuropsychological Assessment	<input type="checkbox"/> Psychological/Cognitive
<input type="checkbox"/> Reading Assessment	<input type="checkbox"/> Response to Intervention (Rtl)	<input type="checkbox"/> Self Determination
<input type="checkbox"/> Social/Interpersonal Skills	<input type="checkbox"/> Functional Behavior Analysis (FBA)	<input type="checkbox"/> ACT/Aspire/Work Keys
<input type="checkbox"/> Other (<i>specify</i>): _____		

Measurable Postsecondary Goals (suggestions for accommodations, adaptive devices, assistive technology, compensatory strategies, and/or support services to enhance access in post-school environments can be listed here)		
Education/Training: _____	Employment: _____	Independent Living: _____

Functional Performance – how your overall disability affects the things you do on a day to day basis. (☑ that apply) (grades, relationships, assignments, projects, communication, time on tests, mobility, extra-curricular activities)?		
<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Social Skills and Behavior	<input type="checkbox"/> Communication
<input type="checkbox"/> Attention and Organization	<input type="checkbox"/> Independent Living	<input type="checkbox"/> Time Management/Study Skills
<input type="checkbox"/> Career/Vocational/Employment	<input type="checkbox"/> Environmental Access and Mobility	<input type="checkbox"/> Self-Advocacy
<input type="checkbox"/> General Ability and Problem-Solving	<input type="checkbox"/> Self-Determination/Self	
For the boxes checked, describe the skills you have and how your disability impacts you in this area.	Accommodations/Modifications, Services, and Assistive Technology What assistive technology works best for you? Explain. What accommodations and/or modifications do you use? Explain. (can include what was tried and hasn't worked too; if relevant)	

Student & Teacher Collaborative: Summary of Performance

[Year]

Student Name: _____

Summary of Academic Achievement – how you score on testing. (<input checked="" type="checkbox"/> that apply)	
English/Language Arts <input type="checkbox"/> Reading _____ <input type="checkbox"/> Writing _____ <input type="checkbox"/> Speaking & Listening _____ <input type="checkbox"/> Language _____	Math (current score and test used) <input type="checkbox"/> Number & Quantity _____ <input type="checkbox"/> Algebra _____ <input type="checkbox"/> Geometry _____ <input type="checkbox"/> Statistics & Probability _____ <input type="checkbox"/> Functions _____
Accommodations/Modifications, Services, and Assistive Technology What assistive technology works best for you? Explain. What accommodations and/or modifications do you use? Explain. (can include what was tried and hasn't worked too, if relevant)	
English/Language Arts	Math
Did you receive accommodations on standardized tests (Statewide Testing, ACT, MAPS, etc.)? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe the accommodation provided:	

Next Steps and Contacts What are your needs as you leave high school and begin further learning, working and living? (to include things like OT/PT/Speech)	
Action Steps	Contact Information

IEP Team Input and Contact Information (may attach separate documentation for any additional information thought to be required for postsecondary success)	
Family (contact information)	Teacher/School (contact information)

This was a collaborative effort of both the special education teacher and student. We verify that both parties had equal input into this Summary of Performance document. Signature (student): _____

Signature (teacher): _____



Descriptions of Functional Performance Areas for the Summary of Performance

General Ability and Problem Solving

1. Reasoning ability and information processing time
 - a. Is the student able to work through if given extra time to process information?

Attention and Executive Functioning

1. Energy level
2. Sustained attention
 - a. Does the student require redirection to tasks?
 - b. Does the student require frequent breaks?
3. Memory functions
4. Impulse control
 - a. Can the student persevere when challenges arise?
5. Activity level

Learning Skills

1. Class participation
2. Note taking
3. Keyboarding
4. Organization
5. Homework management
6. Time management
7. Study skills
8. Test-taking skills
9. Testing accommodations

Communication

1. Verbal and non-verbal
2. Sign language
3. Augmentative communication

Social Skills and Behavior

1. Interactions with teachers and peers
2. Level of initiation in requesting assistance
3. Responsiveness to services and accommodations
4. Extracurricular involvement
5. Confidence
6. Emotional and behavioral concerns

Reviewed 7/2020

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Independent Living

1. Self-care
2. Leisure skills
3. Personal safety
4. Transportation
5. Banking/budgeting

Environmental Access/Mobility

1. Assistive Technology
2. Mobility
3. Transportation

Self-Determination and Self-Advocacy

1. Understanding of disability
2. Can explain how disability affects learning
3. Knows when and why to disclose disability
4. Can articulate postsecondary goals
5. Identifies strengths and needs
6. Level of independence
7. Identifies learning style(s)
8. Asks for help when needed

Career-Vocational/Transition/Employment

1. Career interests
2. Career exploration results
3. Job training experiences
4. Employment experiences
5. What supports were needed in the workplace?

Additional Considerations

1. Medical concerns
2. Family concerns
3. Other information that might assist in making decisions about accommodations)

Reviewed 7/2020

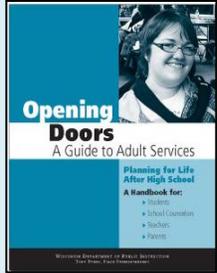
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Section 10: Opening Doors Series and Checklists

Three of the four Opening Doors booklets, referenced throughout this guide, provide checklists on how to engage youth and families in the transition process across grade levels. These checklists could be utilized in your individual classrooms, as a teaching tool, collaboratively with your colleagues or shared with a family to work on together. They offer a wide variety of ideas, many you likely already do, on increasing student engagement and advocacy skills.

[Opening Doors Handout](#)

Opening Doors Series: Transition Resources for Students with Disabilities Planning for Life after High School



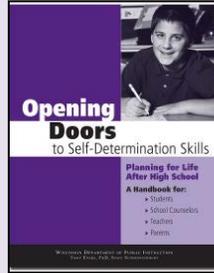
Opening Doors A Guide to Adult Services: Preparing for graduation and thinking about the future beyond high school is a very exciting time in anyone's life. This guide will help students, their families, and educators with information regarding:

- Adult service systems as well as services available in the community
- How to contact adult agencies
- What questions to ask when contacting adult service agencies
- Who is eligible for services
- Transition planning with adult service agencies
- Guardianship options

A copy of this guide can be downloaded at:

English:
<https://www.witig.org/resource-link.html?id=29399>

Spanish:
<https://www.witig.org/resource-link.html?id=30808>



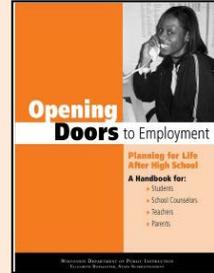
Opening Doors to Self-Determination Skills: Setting and achieving goals helps students grow. This guide approaches the needs to prepare for postsecondary education through:

- Overview of self-determination skills
- Timeline for developing skills
- Transition planning and self-determination
- Knowing yourself worksheets for goal setting
- Problem solving tips
- Tips at IEP meetings
- Person Centered Planning
- Helpful websites

A copy of this guide can be downloaded at:

English:
<https://www.witig.org/resource-link.html?id=31445>

Spanish:
<https://www.witig.org/resource-link.html?id=30809>



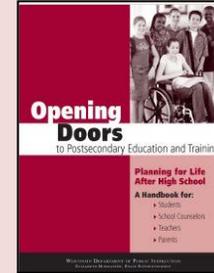
Opening Doors to Employment: Opening Doors to Employment was created to provide input and direction to students as they set and work toward their employment goals. This guide offers:

- List of activities by grade to prepare for employment
- Assistance with finding employment and who can help
- Planning and preparing
- Identifying your employment skills
- Sample applications
- How to keep a job
- Developing your career plans

A copy of this guide can be downloaded at:

English:
<https://www.witig.org/resource-link.html?id=31444>

Spanish:
<https://www.witig.org/resource-link.html?id=31455>



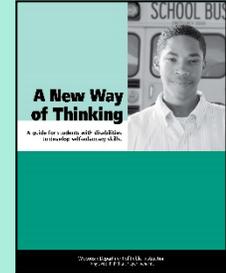
Opening Doors to Postsecondary Education and Training: This Opening Doors guide leads the reader through a process of planning for the option of postsecondary education. In this guide you will find:

- Timeline for planning for postsecondary education
- Comparison of high school and postsecondary laws
- Planning and preparing by grade level
- Exploration worksheet on choosing a postsecondary location
- How to find success in postsecondary education

A copy of this guide can be downloaded at:

English:
<https://www.witig.org/resource-link.html?id=29530>

Spanish:
<https://www.witig.org/resource-link.html?id=31454>



A New Way of Thinking
The purpose of this guide is to assist students in developing self-confidence. The guide includes steps to:

- Self-accepting attitudes
- Combatting negative thinking and thinking positively
- Rediscovering yourself
- Gaining a better understanding of your disability
- Making choices related to interests
- Gaining self-advocacy and develop self-determination skills—all of which help create effective Transition Planning.

A copy of this guide can be downloaded at:

English:
<https://www.witig.org/resource-link.html?id=30818>

Timeline for Employment Planning: Opening Doors to Employment

One of the most utilized resources in our Wisconsin Opening Doors series are the timelines and checklists that you will see below. As you will see, some are transition planning suggestions that can be implemented beginning in elementary school. These can be shared with families and students as they start asking for and learning about transition planning tools they can participate in.

Awareness of Employment (Grades K-5)

- Discuss what work is and what jobs you know about.
- Participate in your IEP meeting. (K-12+)
- Participate in career days at school.
- Take part in household chores (e.g., sorting laundry, setting the table, cleaning your room, etc.).
- Take part in neighborhood jobs (e.g., delivering the paper, mowing the lawn, shoveling snow, etc.).
- Make decisions and choices about things at home (e.g., what to wear to school) and at school (e.g., what books to borrow from the library).
- Learn basic academic skills (e.g., reading, math, and writing).
- Share hopes and dreams for the future (e.g., what types of jobs you like).
- Practice explaining what help you need to get your work done.
- Build self-confidence and self-esteem.
- Work as a team and share responsibilities.
- Explore assistive technology options.
- Participate in some informational interviews to learn more about career options.

Explore Employment Options (Grades 6-8)

- Complete your Academic and Career Plan (ACP) as required in your school.
- Create your e-portfolio in your school's ACP software.
- Participate in student organizations and clubs to help develop your career interests and skills.
- Volunteer for school jobs (e.g., office monitor, guidance assistant, mail attendant).
- Volunteer in the community (e.g., neighborhood groups, religious groups).
- Job shadow (observe employment environments and tasks) with parents/family/friends.
- Continue to take part in neighborhood jobs (e.g., delivering the paper, mowing the lawn, shoveling snow, baby-sitting etc.).
- Learn about a variety of careers through web-based tools to include virtual tours and job shadows.
- Tour businesses to see what kind of work they do and what jobs they offer.
- Talk to adults about what they do for work.
- Identify interests and skills.
- Build on your academic skills (include writing and other communication skills).
- Learn about and be able to explain what accommodations/modifications you need, be sure to include technology needs.
- Continue to build self-confidence and self-esteem.
- Develop problem solving and critical thinking abilities.

Planning and Preparing for Employment (Grades 9-10)

- Participate in student organizations and clubs to help develop your career interests and skills
- Continue taking courses in your area of need (e.g., if you are not good in math, continue taking math classes beyond the requirements).
- Practice completing job applications (online and on paper).
- Practice taking online screening tests.
- Find out about jobs and learn more about specific career paths.

- Meet volunteer mentors from a wide range of careers.
- Research further education and training for specific careers.
- Identify people/classes that will help you with your career goal, (e.g., obtain a mentor to help you discover and develop your career path).
- Take classes that relate to your career goal.
- Have original copies of work-related documents (social security card, birth certificate, work permit).
- Contact the Division of Vocational Rehabilitation (DVR) at least two years prior to leaving school.
- Complete work experiences based on interests.
- Participate in any career exploration/preparation classes offered by your high school.
- Learn about resources and make connections with community agencies.
- Complete interest inventories and self-directed searches at your high school or on the Internet.
- Continue to update your career portfolio.

Exploring Employment/Career Options (Grades 11-12)

- Participate in student organizations and clubs to help develop your career interests and skills
- Re-examine your needs, preferences, interests, and skills with regard to careers based on your work experiences.
- Learn about education and/or training requirements in your career area of interest.
- Use your school's ACP software or My Next Move (<https://www.mynextmove.org/>) and Wisconsin Worknet (worknet.wisconsin.gov/) to research labor market information and job outlooks.
- Develop transportation strategies (e.g., driver's license, independent travel skills training, public or para transit with or without attendant, ride shares, bike or walking).
- If appropriate, apply for Supplemental Security Income.
- Participate in a work-based learning program supported by your high school (e.g., internships, work experience programs, skill standard certificate programs, service learning, apprenticeship programs).
- Participate in paid work experiences in the community (ask each employer for a letter of reference describing your skills and attitude on the job).
- Continue to update your career portfolio.
- Participate in Pre-Employment Transition Services such as job exploration counseling, work-based learning experiences, workplace readiness, and self-advocacy training (Pre-ETS).

Opening Doors to Postsecondary Education Timelines

Ninth Grade

- Share your ACP vision, goals, and plan with your IEP team.
- Contact a school counselor and establish an initial four year class schedule based on your ACP activities and plans.
- Develop a clear understanding of the nature of your disability and how it affects your learning.
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
- If not already doing so as part of ACP, develop a financial plan that supports your vision of your future, your goals, and your plan for achieving your goals. Factor in assets you expect to be available to you, expected expenses, possible and likely unexpected expenses, options for attaining necessary financial resources, and plans for retiring debt that may be part of your financial resources.
- Prepare for all classes.
- Supplement ACP career exploration activities (i.e. interest inventories, career fairs, discussion with school personnel and parents) with research on how your disabilities would impact potential jobs and careers.
- Participate in job shadows of jobs related to careers which interest you.
- Develop skills for academic independence (time management, organization, study skills, note taking, etc.).
Hint: Learn how to keep your email organized and use a calendar or other system for time management and organization.
- Participate in extracurricular activities (athletic and nonathletic).
- Continue to remediate and/or compensate for basic-skill deficits.
- Determine what types of courses are necessary for admission to colleges/universities and technical colleges (keep in mind, modified and/or special education courses may not be acceptable for admission to some postsecondary institutions). Hint: You may have the credits you need to graduate from high school, but you may not have taken all the courses you need for college admissions, so be sure to check what each college/program requires for admission.
- Investigate knowledge, skill, credential, and certification requirements for the careers you are interested in and evaluate the need for changes in your course and activity plans. Adapt your plans based on your assessment of the requirements.
- Investigate assistive technology tools (text to audio application, dictation software, Android and Apple apps). Become adept or at least comfortable using as many kinds of technology, software, and apps as you can (smart phones, tablets, document, spreadsheet, and presentation apps, social media, etc.)
- Explore the option of Dual Enrollment/Course Options/Youth Apprenticeship

Tenth Grade

- Continue to discuss your ACP vision, goals, and plan with your IEP team.
- Continue academic preparation and remediation/compensation strategies, and identify any assistive technology needs.
- Continue to reflect on your interests, aptitudes, accommodation needs, and what these mean for your vision, goals, and plan for the future.
- Continue career exploration and investigation.
- Adapt and revise your financial plan as necessary based on changing vision, goals, and academic and career plans as well as changing circumstances. Investigate financial aid and scholarship opportunities.
- Continue or develop self-advocacy skills (asking for help, communicating needs to instructors, explaining disability and its impact, etc.).
- Meet with a school counselor to discuss colleges, universities, and technical colleges and their requirements. Review/update your academic and career plan accordingly.

- Find out if the colleges or universities in which you are interested require or recommend you take the ACT, SAT, or other entrance or placement exams. If they do, make preparations to take the appropriate exam(s).
- Attend college, job/career, and transition fairs.
- Visit colleges/universities, technical colleges, and other postsecondary education training options. Visit and meet with the disability services staffs at these institutions.
- Gather information about college/university/technical college programs and about services offered for students with disabilities.
- Investigate eligibility requirements and services available through the WI Division of Vocational Rehabilitation (DVR), Vocational Rehabilitation for Native Americans (VRNA), and other adult service providers such as the Department of Human Services (DHS), Aging and Disability Resource Centers (ADRC), Managed Care Organizations (MCO), Independent Living Centers (ILC's) and Workforce Innovations & Opportunities Act (WIOA) partners.
- Participate in volunteer and paid work experiences.
- Attend high school, county and college transition events. Tour college campuses and meet with
- disability services.
- Explore the option of Dual Enrollment/Course Options/Youth Apprenticeship

Eleventh Grade

- Continue academic preparation and remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
- Continue to direct your ACP activities and self-advocate to ensure your high school courses and activities support your awareness of yourself (your interests, abilities, etc.), your vision of the future, and your goals, and to prepare you for an appropriate postsecondary education choice.
- Adapt and revise your financial plan as necessary based on changing vision, goals, and academic and career plans as well as changing circumstances. Be sure to investigate financial aid and scholarship opportunities.
- Identify appropriate postsecondary choice (what college/university or technical college you want to attend).
- Take ACT, SAT, or other entrance exams with or without accommodations (must apply for accommodations in advance).
- Enroll in a standards based certificate work-based learning program (Youth Apprenticeship, Certified Skills Co-op, Employability Skills, Leadership, etc.)
- Continue to discuss your ACP vision, goals, and plan with your IEP team.
- Explore dual credit and dual enrollment options and enroll in college level courses as appropriate for your vision, goals, and academic and career plan
- Identify people to write recommendations for you.
- Invite DVR counselor and other appropriate adult agency representatives to your IEP meeting to discuss services and how they can help you reach your postsecondary goals. Complete DVR application to begin the eligibility and Order of Selection (OOS) process at least two years prior to graduation.
- Tour college/university and technical college campuses, making sure to visit and meet with the disability services staff.
- Investigate disability services offered by various postsecondary education providers to determine which meet your needs.
- Determine what information is required by the college/university or technical college you want to attend for disability documentation to access disability services. Begin to assemble this information with the assistance of your parents and IEP case manager. Hint: If you have a medical diagnosis like ADD, Autism or a mental health disorder, you will need to work with your doctor to get a report that documents your disability.

- Develop a draft Summary of Performance (SoP) with your case manager to share at time of application for services, for both adult services (DVR, etc.) and college/university/technical college disability services.
- Obtain documentation of disability from current assessments within two years of graduation date (formal measures of intelligence, formal and informal measures of academic achievement and functional performance, medical records, nature and extent of disability).
- Learn to use local public transportation options.
- Obtain a picture identification card or driver's license.
- Prepare applications for appropriate adult services. Hint: At age 17.6 months, you can submit a referral to your county to determine if you are eligible for long term supports, apply for Social Security and/or work with the county to determine guardianship.

Twelfth Grade

- Strengthen self-advocacy skills.
- Know your legal responsibilities after the age of 18.
- Adapt and revise your financial plan as necessary based on changing vision, goals, and academic and career plans as well as changing circumstances.
- Prepare a transition to postsecondary packet for disability documentation that may include: evaluation reports, transcripts, test scores, current IEP, SoP (Summary of Performance), medical records, writing samples, and letters of recommendation. It is important to check with the individual college/university or technical college to determine required documentation of disability as these differ from institution to institution. Hint: If a college or university requires a placement test, you will need to submit documentation of your need for accommodations if you wish to take these tests with accommodations.
- Conduct role-play interviews to practice and improve your interview skills.
- Talk with students who are receiving disability services at colleges/universities, technical colleges, and other postsecondary education training settings about their experiences.
- Prepare and submit applications for college/university, technical college, or other postsecondary education training program. Hint: Some college applications request a personal statement as part of the application process. You can work with your high school teachers for help in editing.
- Explore dual credit and dual enrollment options and enroll in a college level courses as appropriate for your vision, goals, and academic and career plan
- Complete application for financial aid.
- Investigate and apply for scholarships.
- After acceptance to a college/university or technical college program, contact the disability services office to disclose disability and to schedule a meeting to learn how to access accommodations and to prepare for the transition. Hint: If you need accommodations in college, you should meet with disability staff well in advance of the start of the academic year to request them, as some may take the college or university time to obtain.
- If determined eligible, jointly develop your Individualized Plan for Employment (IPE) with a DVR counselor, which identifies goals, services, and responsibilities. Develop service plans with other adult service agency providers as appropriate.
- Purchase or explore funding options (DVR, Family Care/MCO, IRIS, other county agencies) to purchase any personal technology such as computers, Smart Pens, specialized software, or other assistive technology needs.
- Obtain finalized copy of your Summary of Performance (SoP). (Schools are required to provide students with an SoP, which includes a review of academic achievement, functional performance, and recommendations, to assist the student in achieving his or her measurable postsecondary goals prior to school exit.)

Beyond 18 Planning

- Engage in community-based instruction.
- Align volunteer and paid work experiences with interests and strengths.
- Explore and seek postsecondary education and training opportunities needed for career development.
- Focus on gaining maximum independence in employment settings,
- Increase independence skill development (for example, transportation/buses, money management, social skills, meal planning, home and self-care).

Timeline for Developing Self-Determination Skills

Pre-High School (starting in elementary school)

- Know your strengths (what you are good at).
- Know your areas of need (where you need help).
- Know your interests (what you like).
- Know what kind of support you need to be successful.
- Learn how to make choices, first by starting with a limited amount of choices.
- Be a part of IEP meetings, at first by introducing IEP members and describing yourself (interests, likes, dislikes).
- Share a list of accommodations you need with general education teachers.
- Participate in clubs, sports, and other activities kids your age are in.
- Begin to understand your own disability and what it means to your learning.
- Choose a time and place to study and do homework at home each day.
- Help out with family chores (making dinner, shopping, cleaning your room).
- Volunteer and help out in your local community.
- Enjoy who you are! Learn about yourself. You are more than your disability.

Ninth Grade

- Continue with activities from pre-high school.
- Attend your class scheduling meeting with your guidance counselor or teacher. Share information about yourself (likes, interests, needs) and what courses you would like to take.
- Be able to describe your disability and how it affects your learning.
- Be able to describe needed academic accommodations (lecture outline, extended test taking, note taker, books on tape, etc.).
- Stay involved in school and community activities that interest you.
- Make sure you know what you need to graduate and keep track of your grades and credits.
- Share your future goals with family members, teachers, and guidance counselors.
- Keep volunteering in the community and/or find a part-time job.

Tenth Grade

- Continue with activities from ninth grade.
- Learn more about what assistive technology can help you reach your goals.
- Participate more in your IEP. Bring a list of your goals to your meeting. Invite a support person to come and let them know how they can support you. Listen to others and share what you know about yourself. Make sure your IEP includes written transition plans/goals.
- Identify more specific interests, skills, and needs related to your goals in the areas of work, future living, and being a part of the community.
- Visit colleges and/or training places for future careers. Adjust your short-term goals to have the skills you need for your future places.
- Visit or “shadow” jobs and businesses in order to learn more about what you may want to do and what skills are needed. Add this information to your long and short-term goals.
- Learn how to get where you want to go. Learn how to use public transportation or work on getting your driver’s license and learn about car insurance and other costs.
- Learn about support services available once you graduate from high school (e.g., adult service agencies, student assistance centers in postsecondary education).
- Continue to learn how to be the “expert” about you!

Eleventh/Twelfth Grades

- Continue with activities from ninth and tenth grades.
- Make sure you are on track for graduation.
- Talk to people with disabilities who have recently graduated and ask them for tips for a smooth transition.
- Invite people to your IEP meeting (e.g., an employer, a friend who understands your goals, etc.). Remember this meeting is about planning for your future. You know yourself best!
- Invite the Division of Vocational Rehabilitation (DVR) counselor to your IEP and other adult agency representatives.
- Share your goals/dreams with your IEP case manager/guidance counselor/teacher prior to your meeting. If you decide not to attend your meeting, choose someone to represent you and your goals.
- Attend your IEP meetings and start each meeting by introducing yourself and sharing information about you (e.g., information on how your disability impacts your learning, goals for life after high school, etc.).
- Present to your history/civics class a presentation about disability issues/laws.
- Maintain an “exit” portfolio including information on your strengths, areas to improve or learn, goals, choices for learning/accommodations, etc.
- Be a “mentor” or support person to a younger person with a disability.
- Set career goals. Have a plan A and a plan B.
- Ask people to write letters of recommendations about you and your skills.
- Finalize plans for independent living. Remember you may be able to stay in school through age 21.
- Keep copies of your latest evaluation and IEP in a safe place! This is your proof/documentation for adult services.
- Make sure you know what services you will be “eligible” for. Remember, you will no longer be “entitled” to receive services. You will now need to be “eligible” for services.

Note: As you learn more about yourself and gather more information, your answers to the questions above will change.

Chapter 2: Postschool Outcomes & Indicator 14

Indicator 14

Indicator 14 allows us to gather some powerful data in Wisconsin. Not only does this data help inform how we focus our transition planning efforts in public education, it allows us to reconnect with our exiters to hear what paths their lives have taken after leaving high school.

Indicator 14 helps us describe further education and competitive employment experiences of youth with disabilities as they transition from high school to adult life.

Indicator 14 of the State Performance Plan (SPP) requires states report an *unduplicated count* of the: “Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in **higher education** within one year of leaving high school.
- B. Enrolled in higher education or **competitively employed** within one year of leaving high school.
- C. Enrolled in higher education or in some **other postsecondary education or training**; or competitively employed or in some other employment within one year of leaving high school” (20 USC 1416(a)(3)(B))

Definitions of each category are identified below:

- **Higher education:** 4 year college or university, 2-year college or community college, or a technical college (2 year degree) program.
- **Competitive employment:** 90 days of cumulative or consecutive work at minimum wage or greater and an average of 20 hours per week or more in a setting with others who are non-disabled; includes military, supported employment, self-employment or a family business if criteria of competitive employment are met.
- **Other postsecondary education:** High school completion degree, vocational school, apprenticeship or short-term training program, on-the-job training program, Job Corps, adult education, vocational/technical school (less than a two year program), Vista, Peace Corps, AmeriCorps, compensatory education, other programs.
- **Other employment:** Work for pay or self-employment for a period of at least 90 days at any time in the year since leaving high school; includes sheltered employment, volunteer, self-employment, work out of one’s home, farming, others if competitive employment criteria are not fully met.

WI Indicator 14 Survey

The indicator14wi.org website is designed to assist Wisconsin LEAs with the data collection and reporting responsibilities of the Indicator 14 Post School Outcomes Survey. The survey assesses the outcomes of individuals with disabilities one year after they have exited high school.

Each participating district is in either a **required or elective** survey year. The district has the option to participate in the survey through:

1. Conducting their own district interviews or
2. Contracting with St. Norbert College to conducted interviews on behalf of the district.

District Indicator 14 Reports

The reports posted on the Indicator 14 website represent the most recent year the district participated in the survey in a required year, or in an elective year with permission by the district to post their data publicly. Detailed district reports are available to district administration through the secure access on the Indicator 14 website. These reports include exiter demographics, survey data sorts, Indicator 14 sorts, and longitudinal data reports. Most reports can be sorted by gender, ethnicity, disability category, and exit type.

Wisconsin's Transition Improvement Plan (TIP)

The TIP is a free online tool to help individual educators, school and/or district teams positively impact the post school outcomes of students with IEPs by:

- Learning about evidence-based transition practices
- Completing a self-assessment of current transition practices
- Engaging in in-depth transition improvement planning
- Implementing new transition practices

The TIP was created from the work of the National Technical Assistance Center on Transition (NTACT). This tool can be used as a part of a district's continuous improvement planning process under IDEA.

TIG Indicator 14 resources

**In the upcoming pages, you will find the entire PDF of each document you see linked below.*

Documents that are available in Spanish, you will see linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.

[TIG Tools Postcard](#)

[Wisconsin Students and Recent Graduates - What's Up - Indicator 14](#)

[Estudiantes de Wisconsin y graduados recientes - What's Up Indicator 14 Brochure in Spanish](#)

[Wisconsin Transition Improvement Planning \(TIP\) Tool](#)



Transition Improvement Grant

Our Mission: To provide professional development to educators, youth, families and transition partners to ensure every child graduates, college and career ready!

Visit us at: www.witig.org



Contact us at:

<https://www.witig.org/contact-us/>



Indicator 1
Graduation
Rates

Indicator 2
Dropout
Rates

Indicator 13
Transition in
the IEP

Indicator 14
Post School
Outcomes



Transition Improvement Grant

View these tools at:

www.witig.org



Postsecondary Transition Plan

Transition Improvement Plan

Graduation Rate Improvement Plan

Indicator 14 Survey

Self-Advocacy Suite

Data – Planning – Implementation



We Want to Know!

Wisconsin Post School Outcomes Survey Videos



without subtitles

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=u2GkiSdJct4)

[v=u2GkiSdJct4](https://www.youtube.com/watch?v=u2GkiSdJct4)

with subtitles

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=Zi_Po9qqoO8)

[v=Zi_Po9qqoO8](https://www.youtube.com/watch?v=Zi_Po9qqoO8)

The video was created by CESA #2 students and staff and the Figureheads, an award-winning musical act turned non-profit organization using original positive hip-hop music to engage youth and educators, pre-kindergarten through high school, in order to develop critical thinking and collaborative skills that result in a greater desire to learn and relate.



Wisconsin Ind. 14 Website

www.Indicator14wi.org

Jenny Jacobs

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The contents of this resource were developed under a grant from the U.S. Department of Education (DOE), CFDA (84.027), through the Wisconsin Department of Public Instruction (WDPI). The Transition Improvement Grant (TIG) acknowledges the support of WDPI in the development of resources. Please recognize the contents do not necessarily represent the policy of the DoE or the WDPI. There are no copyright restrictions on this resource; however, please credit the WDPI and the TIG when copying all or part of this material.



Wisconsin Students and Recent Graduates

“What’s up?”



We Want to Know!

Wisconsin Post School Outcomes Survey of Youth with Disabilities

You can make a difference just by participating in this important survey. Your participation is voluntary and valued! Your district will send you a letter with information about the survey. The summer after you have exited high school, an Educator/Survey Specialist will call you to ask questions. Answer the questions and you have just done your part—it's that easy!



Goal of the Survey

The goal of this survey is to improve the classes, programs and services schools and teachers provide so more students are prepared to go to college or enter high quality employment after high school. And, results are shared with adults who provide services to young adults the first few years after high school.



By answering the survey questions, you are:

- ⇒ Helping the next generation of students
- ⇒ Providing valuable information to teachers and adult service agencies
- ⇒ Improving school programs
- ⇒ Increasing student success rates after high school
- ⇒ Increased transition funding that districts can use to provide services to future students

Do Your Part Take the Survey!!!

Families, educators, policymakers and advocates all want to see more youth with disabilities go on to postsecondary education or training, find meaningful employment, and achieve success in the adult world. The survey is required by the **U.S. Department of Education Office of Special Education Programs (OSEP)**.

Thinking for the “Next Generation”

After graduation, it's an exciting new world for you. You may feel ready or a little bit scared of this new adventure. Either way, your school and Wisconsin want to hear what you are up to. We want you to stay in touch and let us know how you are doing! The survey questions are listed below.

CONTINUING EDUCATION AND TRAINING Questions

Since leaving high school have you participated in **any type of college, courses, or job training?**

Which of the following have you participated in within one year after leaving high school?

- 2-year Technical College or Community College
- 4-year College or University
- Vocational School or program that is less than a two-year program
- Short-Term Job Training Program
- Any other type of program

EMPLOYMENT Questions

Have you been **employed** within one year after leaving high school?

What type of work is your **current or most recent job?**

Thinking about an average week, about how many

hours do you work, are or have you worked?

What is your usual **hourly wage, including tips?**

Wisconsin minimum wage is currently \$7.25 and \$2.33 for tipped staff, like at a restaurant.

Is there anything about your school, work, or living experiences you would like to share?

Less than 10
minutes?
I can do
that!

I can make a
difference!



Do your part - take the survey!

Wisconsin Transition Improvement Planning (TIP) Tool



1. Partnerships

Partnerships engage family and community transition partners and provides transition programming focused on supports and services. Youth with involved transition partners report increased post high school satisfaction and success in many areas of adult living.

Predictor Categories

1. **Family Engagement and Empowerment.** Parents/families/guardians are active and knowledgeable participants in all aspects of transition planning (e.g. decision-making, providing support, attending meetings, and advocating for their child). Consider parents' perceptions in transition planning that may conflict with mainstream professional ideas. Some parents from culturally and linguistically diverse backgrounds may not be supportive of transition activities if they feel the plans are contrary to their expectations. Consider developing material in languages accessible to target communities.
2. **Coordinated Student Supports.** A network of people (e.g. family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests and needs.
3. **Interagency Collaboration.** A clear, purposeful and carefully designed process that promotes cross agency, cross program and cross disciplinary collaborative efforts leading to tangible transition outcomes for youth.
4. **Transition Programming.** Prepares students to move from high school to adult life, utilizing comprehensive transition planning that creates individualized opportunities, services and supports to help students achieve their post-school goals in education/training, employment, and independent living.

2. Interpersonal Skills

Youth who demonstrate **life skills** through self-advocacy, social skills and community experiences while in high school report increased satisfaction in post high school living.

Predictor Categories

5. **Self-Advocacy / Self-Determination.** The ability to make choices, solve problems, set goals, evaluate options, initiative to reach one's goals, and accept the consequences of one's choices. As you work with students, take into consideration the cultural nuances involved in teaching self-determination skills and providing opportunities to develop self-determination to students from culturally and linguistically diverse backgrounds.
6. **Self-Care / Daily Living Skills.** Skills necessary for management of one's personal self-care and daily independent living, including the personal management skill needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
7. **Social Skills.** Behaviors and attitudes that facilitate communication and cooperation (e.g. social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal and written communication) environment that requires interaction with people from different culturally and linguistically diverse backgrounds.
8. **Youth Autonomy.** An adolescent's growing ability to think, feel, make decisions, and act on her or his own. It signifies that an adolescent is a unique, capable, independent person who depends less on parents and other adults.
9. **Goal Setting.** Involves actions that enable a person to reach a specified preferred outcome.
10. **Community Experiences.** Activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

3. Instructional Supports

Instructional supports include school-based programs, curriculum and inclusion in general education activities and programming. Success in these areas leads to increased outcomes in many areas of adult living.

Predictor Categories

11. **Test Preparation / Accommodations.** Standardized tests assess single content or multiple skills areas with specified levels of proficiency that students must pass. Diploma Status is achieved by completing the requirements of the district awarding the diploma.
12. **Inclusion in General Education.** Requires students with disabilities have access to the general education curriculum and be engaged in general education classes with peers without disabilities.
13. **Program of Study.** An individualized set of courses, experiences and curriculum designed to develop students' academic and functional achievement to support the attainment of students desired post-school goals.

4. Employment Preparation

Participation in **employment preparation** provides employment experiences and helps youth prepare for entry into employment after high school.

Predictor Categories

14. **Work Study.** Provides a specified sequence of work skills instruction and experiences designed to develop students' work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.
15. **Work Experiences and Paid Employment.** Any activity that places the student in an authentic workplace, and could include work sampling, job shadowing, internships, apprenticeships, and paid employment. Paid Employment always provides competitive pay paid directly to the student by the employer.
16. **Travel Skills.** Being able to travel outside of the home independently.

5. Career Preparation

Participation in activities of **career preparation** and occupational readiness helps prepare youth for further education and/or entry into employment.

Predictor Categories

17. **Career Awareness.** Learning about opportunities, education and skills needed in various occupational pathways to choose a career that matches one's strengths and interests.
18. **Occupational Courses.** Individual courses that support career awareness, allow or enable students to explore various career pathways, develop occupational-specific skills through instruction and experiences focused on students' desired employment goals.
19. **Vocational Education.** A sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to a technical, business, or professional careers.

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Chapter 3: Increasing Graduation Rates and Preventing Drop Out/Indicators 1&2

Successful graduation planning provides school environments in which all students feel valued and see the connection between daily studies and a plan for successful postsecondary education or high-quality employment.

Indicator 1

The Percent of youth with IEPs graduating from high school with a regular diploma.

Defining a Graduate

- A student who has met the requirements established by a school board for a prescribed course of study.
- Regular diploma requirements-same for students with disabilities as students without disabilities.

DPI analyzes trend data over a three-year period to identify districts for improvement.

It is important to understand state and district data around graduation rates in order to improve student outcomes. Indicator 1 data can be viewed on the DPI Public Portal as well as on the individual district WISE Dash 2.0 secure home. Note that the Public Portal redacts all identifying student information as well as information if there is a cell size of 5 or less.

Indicator 2

Percent of youth with IEPs dropping out of high school.

Defining a Dropout

- Was enrolled in school sometime during the previous year.
- Was not enrolled at the reporting time of the current school year (traditional 3rd Friday count).
- Has not graduated from high school (or completed a state or district approved education program).
- Does not meet any of the following exclusionary conditions: transfer to another school, temporary absence, deceased.
- Students who complete the spring semester of the previous school year, but are not enrolled by the third Friday in September of the current school year are considered summer dropouts or “no shows.” Summer dropouts are not counted as dropouts for the previous year.
- A dropout would be counted for the current school year if the student is not re-enrolled by the count date of the following school year.

Graduation Rate Improvement Plan (GRIP)

The [GRIP](#) is a free online assessment and planning tool available to school districts to positively impact the graduation rate and dropout rate of students by:

- Learning about culturally responsive and nationally recognized evidence-based practices
- Completing a self-assessment of current evidence-based practices supporting Graduation for All
- Engaging in in-depth graduation improvement planning and developing an action plan

The GRIP was created from the work of the National Dropout Prevention Center (NDPC) and highlights evidence-based resources and tools to improve graduation outcomes for students. This online tool can be used as a part of a district's continuous improvement planning process under IDEA.

The following videos will give you a broader perspective on graduation data in Wisconsin.

[Graduation in Wisconsin Video](#)

[Family Engagement Graduation Video](#)

Culturally and Linguistically Responsive Practices

One of Wisconsin's greatest strengths is the growing diverse population. Unfortunately, racial disparities in education, employment, and health pose challenges to the prosperity of individuals and families, and the state as a whole. High school completion is an important step toward success for all youth. Providing culturally and linguistically responsive (CLR) classroom and school wide practices is critical to ensuring every child is a graduate, college, career and community ready.

While the state's overall graduation rate ranks near the top nationally, that is not the case for all racial subgroups. In fact, for 2013, 2014, 2015, and 2016, the National Center for Educational Statistics (NCES) found WI to have the largest gap between White and Black students in terms of Graduation Rate (the top in the nation). The 2016-2017 Adjusted Cohort Graduation Rate shows a 26% disparity between White and Black students. Wisconsin continues to see disparity between White youth and their American Indian and Hispanic peers as well, citing a 14.8%, and 15.4% gap respectively.

These data points highlight the importance of providing an environment in which all students are treated as welcomed and capable learners who understand that a high school diploma will help them achieve their education, training, and employment goals. While data over time indicate urban and rural schools across WI are closing achievement gaps, Carolyn Stanford Taylor, WI State Superintendent of Schools, stated "It's a matter of helping to develop the talents and skills and abilities of everyone who walks into our classrooms-whether that's a disability, a student who's an English language learner, a student who's coming from poverty, whoever the student may be. And our system has to work for all of our students, not just some."

Wisconsin and National Partners have a series of tools to support the increase of graduation rates and decrease of dropout rates in Wisconsin for students with disabilities. These resources will assist in decreasing the persistent gaps we have for Wisconsin students.

- [Promoting Excellence for All: Online eCourse](#)
- [Wisconsin RtI Center](#)
- [The Disproportionality Technical Assistance Network](#)
- [National Dropout Prevention Center](#)
- [National Dropout Prevention Center for Students with Disabilities](#)
- [National Technical Assistance Center on Transition](#)
- [Great Lakes Equity Center](#)
- [US Department of Education, Institute of Educational Sciences: What Works Clearing House](#)

ITIG Increasing Graduation Rate and Dropout Prevention Tools

**In the upcoming pages, you will find the entire PDF of each document you see linked below. Documents that are available in Spanish, you will see linked in the resource list below. You can access these materials by clicking on the document or proceeding in the guide for the full versions.*

[Culturally and Linguistically Responsive \(CLR\) Transition Practices](#)

[Raising the Cap Series](#)

[Wisconsin Graduation Rate Improvement Plan \(GRIP\) Tool](#)



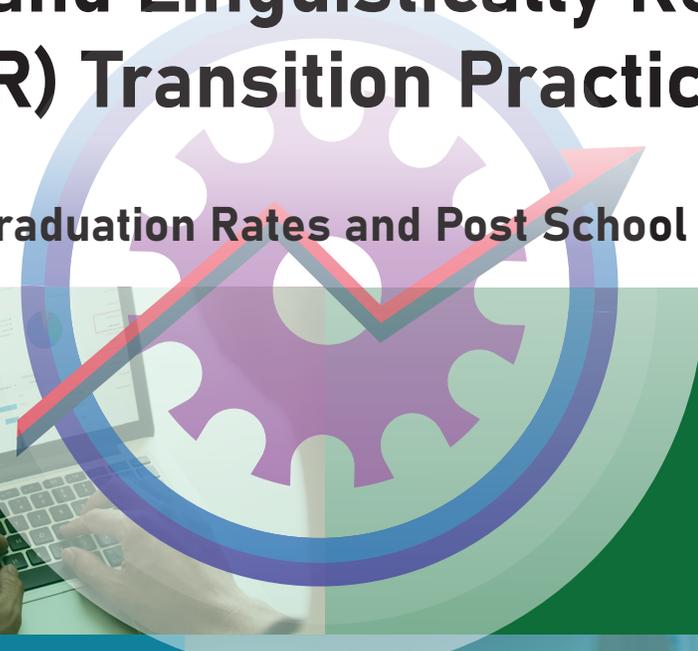
TIG

Transition Improvement Grant

Resources

Culturally and Linguistically Responsive (CLR) Transition Practices

Improving Graduation Rates and Post School Outcomes



**DATA IN
WISCONSIN**



**HOW CAN
EDUCATORS ENGAGE**



**TIG TOOLS TO
SUPPORT CLR PRACTICES**



RESOURCES



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

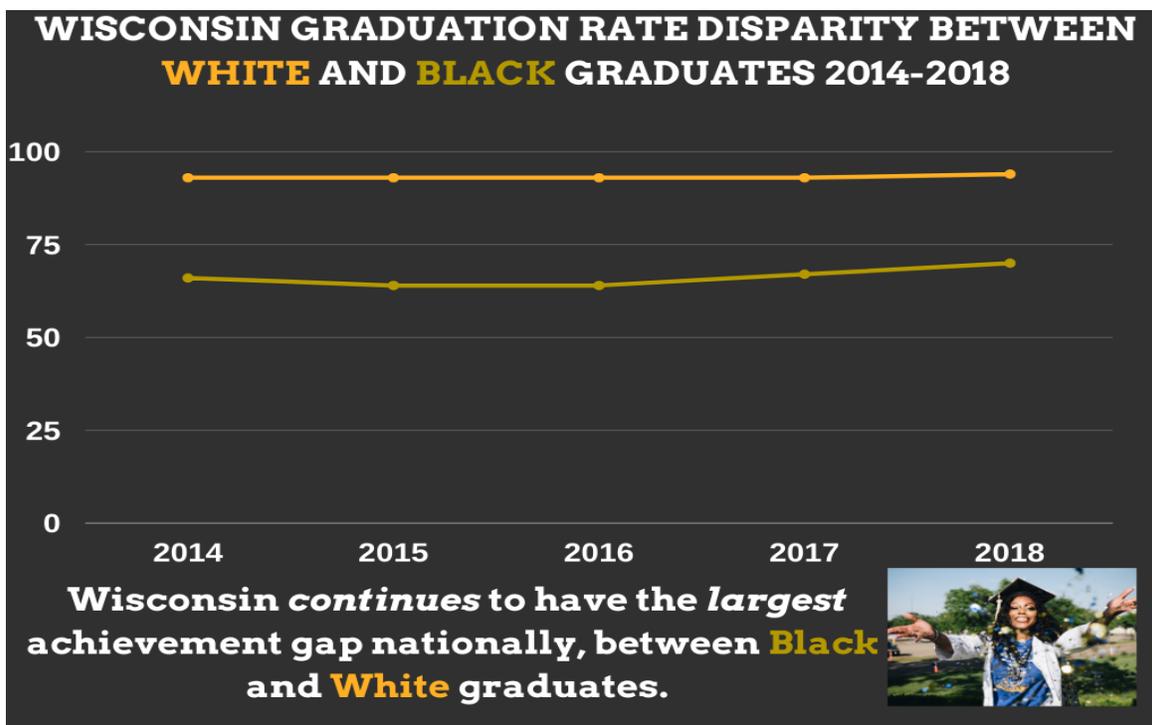
Why CLR Practices Matter

One of Wisconsin’s greatest strengths is the growing population in diversity. Unfortunately, racial disparities in education, employment, and health pose challenges to the prosperity of individuals and families, along with the state as a whole. High school completion is an important step toward success for all youth. Providing culturally and linguistically responsive (CLR) classroom and school wide practices is critical to ensuring [every child is a graduate college and career ready](#).

A Look at Graduation and Dropout Rates

While the state’s overall graduation rate ranks near the top nationally, that is not the case for all racial subgroups. In fact, for 2013-2017, the [National Center for Educational Statistics](#) (NCES) found WI to have the *largest gap* nationwide between white and black students in terms of [Graduation Rate \(the top in the nation\)](#). 2018-2019 Adjusted Cohort Graduation Rate shows a 26% disparity between White and Black students. While 2019 saw a decrease, it has not been steady and there still remains a lot of work to do to increase graduation rates for Black students.

The chart below shows the previous five years of data relating to the achievement gap between White and Black students. The y-axis shows percentage of students graduating, while the x-axis shows instructional years. Wisconsin continues to have the largest discrepancy in graduation rates between Black and White students. Gaining a stronger understanding and pedagogy in use of CLR practices could support the narrowing of this disproportion.



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Data in Wisconsin

A review of graduation rates and dropout rates for the 2018-2019 instructional year, highlight the importance of providing an environment in which all students are treated as *welcomed* and *capable learners* who understand that a high school diploma will help them achieve their education, training, and employment goals. While data over time indicate urban and rural schools across WI are closing achievement gaps, Carolyn Stanford Taylor, WI State Superintendent of Schools, stated “It’s a matter of helping to develop the talents and skills and abilities of everyone who walks into our classrooms-whether that’s a disability, a student who’s an English Language Learner, a student who’s coming from poverty, whoever the student may be. And our system has to work for all of our students, not just some.”

To meet the needs of all students and develop all learning styles, data cannot belong solely to district level teams. Review of data as a way to gain deeper understanding of students needs and lead discussions on how to close gaps for students must also occur in conversations with the professionals working directly with students, including: teachers, school counselors, related service professionals, and building level administrators. This data should include: Special Education Indicators [1](#), [2](#), [13](#), and [14](#), which are the graduation rate of special education students, dropout rate of special education students, special education transition planning, and post school outcomes of special education exiters one year out of high school respectively.

Teams also can review The Drop Out Early Warning System ([DEWS](#)), housed in the district database WISE Dash, to identify students with disabilities who may be at risk of dropping out of high school. Teams are encouraged to disaggregate data into sub groups of students: looking specifically at race, sex, economic, and ELL status. This provides teams the option to look at opportunity gaps that are occurring for students and can discuss supports and interventions to put in place to close these gaps.

To review Special Education Indicator data in Wisconsin, please review this [video link](#), which chronicles Indicator data in Wisconsin disaggregated by race and discusses what an increase in graduation rate can do to support communities in Wisconsin. Teams can also review data tables below which look at the following: Indicator 1, Indicator 2, and Indicator 14, as well as individual Indicator 13 district data. Additionally, teams can review outcomes for students broken down by subgroup, and can discuss similarities and patterns that they see within their district. For guidance for teams on data review, please see the subsequent page.

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

Data in Wisconsin Indicator Overview

The below infographic gives teams an overview of special education indicators and DEWS which teams can review to begin discussions around interventions for students to close achievement gaps.



Student Data IN WISCONSIN

1 *Indicator*

INDICATOR 1

- Graduation rate of special education students
- Collected annually
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

2 *Indicator*

INDICATOR 2

- Dropout rate of special education students
- Collected annually
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

13 *Indicator*

INDICATOR 13

- Annual individual transition planning (PTP)
- Part of IEP process for special education students ages 14-21
- Data Access Point: Web Access Management System WAMS
 - <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>

14 *Indicator*

INDICATOR 14

- Percent of youth with IEPs one year after exiting high school
- Involvement in: Education/Training, and Employment
- Collected once within a 5 year cycle, teams can elect to collect annually.
- Data Access Point: WI Indicator #14 Website
 - <https://www.indicator14wi.org/>

DEWS

DROP OUT EARLY WARNING SYSTEM (DEWS)

- intended to be a starting point for data inquiry
- use four malleable domains to indicate a risk factor of a student dropping out.
 - Attendance, Behavior, Mobility, and Assessment
- Data Access Point: WISEdash for Districts
 - <https://dpi.wi.gov/wisedash/districts>

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

2018-2019 Graduation Rates in Wisconsin

The below WI Graduation Rates table shows the percentage (y-axis) of students by race (x-axis) who completed a high school diploma within 4-years.

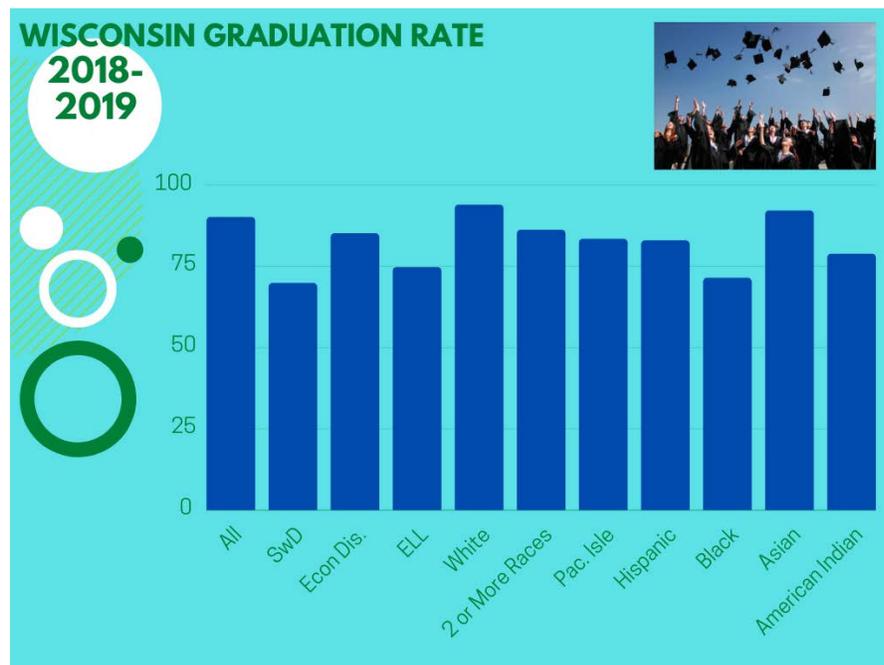
Although graduation from high school in four years is the goal, both state and federal laws allow extra time in school for students with and without identified disabilities to complete their high school education if needed.

The blue bars show the percent of students in each subgroup who started 9th grade in 2015 and graduated four years later with the 2019 cohort. There are apparent achievement gaps between White graduates, and Black, American Indian, and Hispanic graduates (22.5%, 15.1%, and 11% respectively).

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:

- *What are graduation rates within your district?*
- *Are there achievement gaps that are occurring with your exiters?*
- *Are there sub groups of students who could benefit from additional support or interventions within your district?*

Table Source: WI Department of Public Instruction [WISEdash Public Portal](#)



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 1: Data in Wisconsin

2018-2019 Dropout Rates in Wisconsin

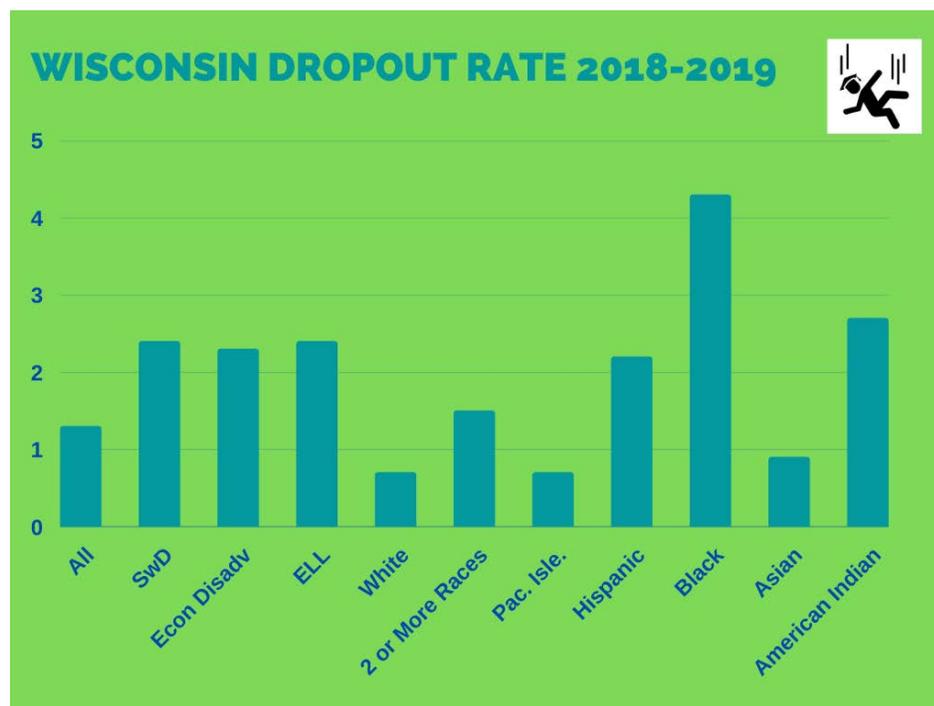
The WI Dropout Rate table shows the percentage (y-axis) of students by subgroup (x-axis) who have been identified as a dropout, including students who have not enrolled for the current school year and have not graduated in the previous school year or summer semester.

The blue bars show the percent of each identified group who are considered a dropout in Wisconsin for the 2019 school year. Although decreasing, we continue to see achievement gaps between White students and Black students, American Indian students, and Hispanic students (3.6, 2, and 1.5 percentage points respectively).

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:

- *What are the dropout rates within your district?*
- *Are you seeing achievement gaps within your district, as a district, you can drill down to student level data (names), what are things that you notice about the students dropping out?*
- *Are there needs from the school level that were not being met for students?*
- *Are there potential supports or interventions that could have been provided?*
- *Are there ways to reach out to students who have dropped out, however are still eligible for FAPE?*

Table Source: WI Department of Public Instruction [WISEdash Public Portal](#)



Using Culturally and Linguistically Responsive (CLR) Practices to Improve
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2017-2018 Post School Outcomes in Wisconsin

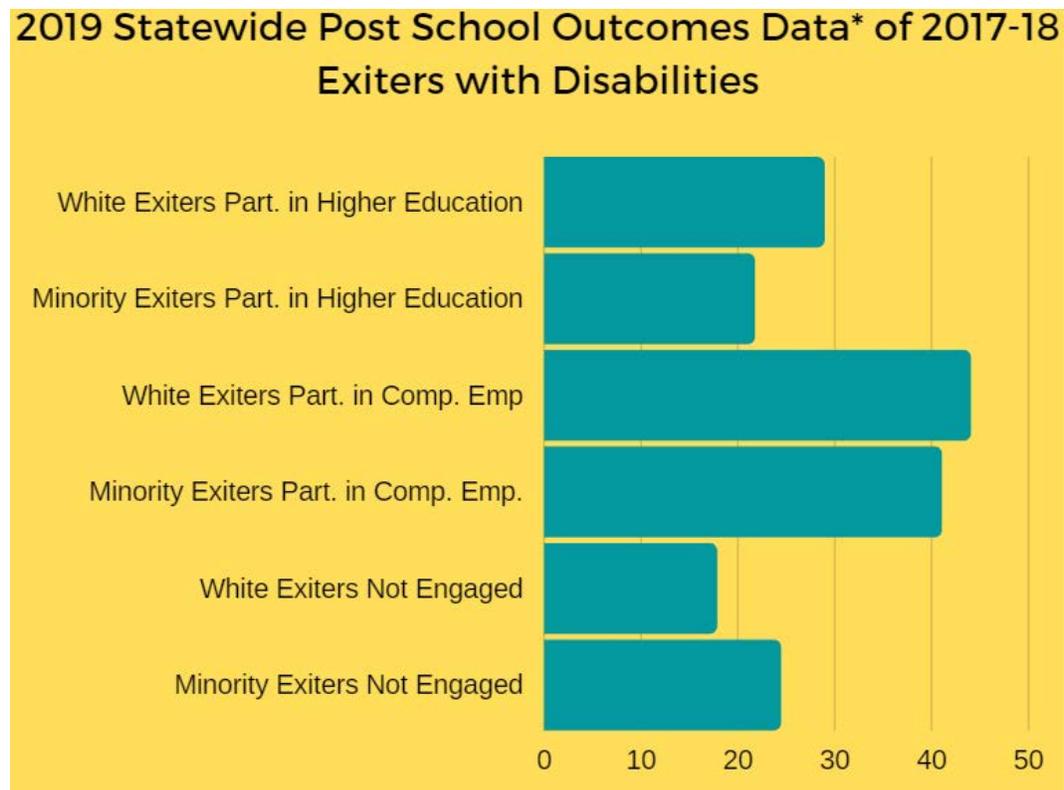
Indicator #14 data looks at exiters (students who graduate, age out, or dropout) with IEPs one year upon exiting high school. Exiters participate in a survey sharing information about their participation in higher education and competitive employment. We continue to see achievement gaps between White exiters and Minority exiters. District and school level teams can look deeper into their individual data and break down post school outcomes by: race, sex, and disability status. The below graph provides a comparison of White exiters and Minority exiters (y-axis) and gives a percentage (x-axis) of their participation in higher education, competitive employment, as well as not engaged.

Teams are encouraged to compare district-wide data to statewide data shared in the above graph:

- *What are achievement gaps that you notice in your district's exiters?*
- *Are there opportunities within pre-employment transition services that need to occur to support students?*

Table Source: Transition Improvement Grant [Wisconsin Indicator 14](#)

* = (PSO) data are collected as part of the WI DPI [Collection of Cyclical Indicators](#) of the 2019 [Indicator 14](#) survey year



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 2: How Can Educators Engage?

Engagement in CLR Supports All

Identifying data and achievement gaps are the first steps in working to increase outcomes for students. However, teachers and school staff also need to identify steps they can take to increase Culturally and Linguistically Responsive Practices (CLR) within their schools. This section will provide professionals the opportunity to gain a deeper understanding in how to grow in their delivery of CLR practices to students in order to increase outcomes in graduation, decrease dropout rates, and finally increase post school outcomes for students with disabilities.

How Can Professionals Engage?

Teachers can work to *implement strategies* that are *culturally and linguistically responsive*.

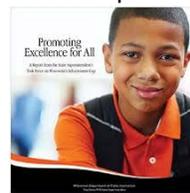
- Intentionally plan and deliver instruction and supports to match students' backgrounds and norms.
- Support academic success, social and emotional development, and school completion.
- Review Education Week webinar: [“What Exactly is Culturally and Linguistically Responsive Teaching and Learning \(CLR\),”](#) Sharroky Hollie.

“CLR is the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society.”

—Sharroky Hollie

[Review the WDPI Promoting Excellence for All Module](#) (2014).

- Seek to close achievement and graduation gaps through implementation of classroom-based culturally and linguistically responsive strategies.
- CLRP strategies that show promise in closing achievement gaps include:
 - Effective Instruction
 - Student-Teacher Relationships
 - Family and Community Engagement
 - School and Instructional Leadership



Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 2: How Can Educators Engage?

Cultural Strategies to Validate, Affirm, Build and Bridge (VAAB)

“Being culturally responsive means that you plan to validate, affirm, build, and bridge your students (or people in general) when you talk to them, in how you relate to them, and in how you teach them. We all have different cultural behaviors based on who we are and how we got here. We want everyone to understand and know when to use the most appropriate cultural and linguistic behaviors for any situation without losing who they are culturally and linguistically.”-Sharroky Hollie.

Teacher Reflection: Are we Validating, Affirming, Building and Bridging All Students?

- Our school builds trusting relationships with students and families before we engage in content.
- We provide our students learning opportunities that include people of color.
- When providing opportunities to learn about postsecondary education and careers, we provide the opportunity for students to learn about people they see themselves in.
- We respect cultural obligation to provide support for family and individuals in the family.
- We work to mimic students’ [cultural learning style](#).
- We use [strategies for teaching culturally diverse students](#).
- We serve as [allies](#) to support growth of CLR practices within our building.



Citation: frederick.edu

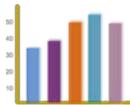
Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes
Section 3: TIG Tools to Support CLR Practices

Transition and CLR Practices Support Post School Outcomes

The Transition Improvement Grant has developed a series of resources that can support use of CLR practices in transition. Use of CLR practices will allow districts the opportunity to shape supports and services that are tailored and made to fit all students, not trying to fit students into supports and services. We know that to implement CLR practices, teams need to assure that they are: “taking into account a student’s culture and family values, involving families and communities to support student’s post-secondary goals, and taking into account a student’s preferences, interests, and strengths,” (Tran, Patton, and Brohammer, 2018). Check out the TIG tools below and read about how they support CLR practices.

TIG Tools and Link to CLR Practices	
<p style="text-align: center;">CLR Practices and the PTP</p> <p>The Transition Improvement Grant has developed the WiTransition App , a self-advocacy skill-building tool that engages youth and families in transition planning while naturally infusing culture, values, and expectations that support the team to ensure the student is <i>College, Career, and Community Ready</i>.</p> <p>Teams should consider using the App as a way to gather input from the student and families. However, gathering input is not enough, in order to be culturally responsive with students, teams <u>must</u> use the information gathered to drive post-secondary goals, pre-employment transition services, and course of study.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p style="text-align: center;">Continuous Improvement Web Tools</p> <p>The Graduation Rate Improvement Plan (GRIP) is a TIG on-line district/school assessment and planning tool that utilizes culturally responsive and nationally recognized evidence-based practices to increase the district graduation rates. Teams have the opportunity to develop an action plan that will increase graduation rates and decrease dropout rates.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>The Transition Improvement Plan (TIP) is a TIG on-line district/school assessment and planning tool that utilizes nationally recognized evidence-based practices to increase post school outcomes for students with disabilities within the district. The tool provides teams the ability to develop an action plan that will increase exposure for youth with disabilities to opportunities that will help to shape their preferences, interests, and strengths, which in turn will provide them experiences to develop and use meaningful culturally responsive practices.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Using Culturally and Linguistically Responsive (CLR) Practices to Improve
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Section 3: TIG Tools to Support CLR Practices

<p style="text-align: center;">Review of District Data</p> <p>To get a better understanding of potential achievement gaps in your district, teams can participate in a data review to review the following data:</p> <ul style="list-style-type: none"> ● Indicator #1 ● Indicator #2 ● Indicator #13 ● Indicator #14 ● Dropout Early Warning System (DEWS) 	<p style="text-align: center;">Increase Self-Advocacy</p> <p>Gaining input from students with disabilities is directly tied to CLR practices. Teams should consider supporting students to increase their self-advocacy skills. TIG has developed a self advocacy suite for the use of IEP Teams. To learn more about the self advocacy suite, view the short video.</p> <p>Watch in your email for tips to engage with the Self Advocacy Suite monthly!</p> 
<p style="text-align: center;">Engage Families in Post School Outcomes and Graduation</p> <p>Both graduation rate and successful post school outcomes are directly tied to high family engagement. TIG created a short video to support discussions with families about the importance of family expectations and engagement.</p> 	<p style="text-align: center;">Learn About EBPs to Increase Graduation Rates</p> <p>Evidence-based practices (EBPs) with proven results to increase graduation rates include:</p> <ul style="list-style-type: none"> ● School Leadership and Districtwide Diagnostics ● Family and Community Relationships ● Student Educator Learning Supports ● Effective Instruction and Targeted Intervention <p>The Raising the Cap Series allows educators and teams to review the research about increasing graduation rates, participate in a reflective activity, and discover effective practices to put into place to support students with IEPs. Watch your email for a new strategy that will be highlighted each month!</p> 
<p>To learn more about any of the above TIG resources and tools, please contact your Regional TIG Coordinator.</p>	

Using Culturally and Linguistically Responsive (CLR) Practices to Improve Graduation Rate and Post School Outcomes

Section 4: Resources

Resources

Wisconsin Department of Public Instruction:

- [College and Career Ready IEPs. IEP Resources.](#)
- [Dropout Early Warning System](#)
- [Promoting Excellence for All eCourse](#)
- [Special Education Indicators](#)
- The Network. www.thenetworkwi.com
- [Wisconsin Transition Improvement Grant \(TIG\)](#)
- [Wisconsin Response to Intervention Center\(Rtl\).](#)

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1. School Leadership and Districtwide Diagnostics

Vision. Agreed upon statements that provide a clear purpose and goal for meeting; describes the mutual benefit for all members, youth and families. Principals of high-achieving schools communicate to all stakeholders that learning is the school's most important mission (Cotton, 2003; Marzano et al., 2005).

Student Leadership. Highly effective leadership also provides clarity of purpose and strategic planning, leads collective inquiry into best practice and current reality, is action orientated, focuses on results, and builds strong leaders who empower others. (DuFour, DuFour, Eaker, & Karnahek, 2006). One consistent finding in the research is the importance of well-structured opportunities for collaboration that allow school leaders to work in closer partnership with their teachers and students to establish sustained, continuous improvement systems rooted in ongoing data analysis. (Chenoweth, 2009). Many strong leaders know how to have "courageous conversations" about race and culture as they lead to close the achievement gaps. (Annie E. Casey Foundation, 2014; Schumann, Zaki, & Dweck, in press; Singleton & Linton, 2005).

Districtwide Diagnostics - Data Analysis and Early Warning Systems. States, districts and schools have developed comprehensive, longitudinal, student level databases that, at a minimum, include data on student absences, grade retention, and low academic achievement, e.g. *an Early Warning System*. Data should be reviewed regularly, with a particular emphasis before the transitions to middle school and high school. Data systems support a realistic diagnosis of the number of students who dropout and help identify individual students at-high risk of dropping out. A well-implemented early warning system can help educators and others identify students at-risk of dropping out and assign and monitor interventions to keep them on track for graduation and increasing local and state graduation rates.

2. Family and Community Relationships

Student and Family Characteristics. Understanding the student's personal or family characteristics that may impact successful school participation and completion will give educators a better understanding the student's learning difficulties. Once the teacher is aware and acknowledges the impact of these characteristics, he or she will have more patience with the student and tools to create a safe, personalized learning environment that results in helping students feel secure and included when learning is taking place.

Family Engagement. Research consistently finds that family engagement has a direct, positive effect on youth achievement and is the most accurate predictor of a student's success in school. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.

Community Relationships. When all groups in a community provide collective support to the school, a strong infrastructure sustains a caring and supportive environment where youth can thrive and achieve.

3. Student-Educator Learning Supports

Mentoring. The practiced art of developing and maintaining positive and helpful human relationships. Mentoring is a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust, and is an effective strategy for working with youth in at-risk situations and in need of role models and a positive support system.

Tutoring and Academic Support. Tutoring, also a one-to-one activity, focuses on academics and is an effective practice when addressing specific needs such as reading, writing, or math competencies. Additional academic support and enrichment improves academic performance. These activities should be implemented in conjunction with other recommendations that serve students with disabilities and youth in at-risk situations that are part of the district's comprehensive dropout prevention programs. Opportunities out of instructional time are discussed and available.

4. Effective Instruction and Targeted Interventions

Personalized Learning Environments. A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. "Environment" includes **school and classroom strategies working together** to create a safe and inclusive environment that is welcoming to both students and families. Students find new and creative ways to solve problems, achieve success, and become lifelong learners when educators show them that there are different ways to learn.

Rigorous and Relevant Instruction. Rigorous and relevant instruction better engages students in learning and provides the skills needed to graduate and to serve them after they leave school. Engagement can be increased by providing students with the necessary skills to complete high school and by introducing students to postsecondary options. Technology courses offer some of the best opportunities for delivering instruction, while engaging students in authentic learning, addressing multiple intelligences, and adapting to students' learning styles.

Classroom Behavior and Social Skills Proficiency. Students are provided the opportunity to learn, develop, and practice classroom behavior and social skills. Staff are provided professional development to identify their personal biases and support students to be prepared for meeting their postsecondary goals related to education and training, employment, and independent living.