

**Postsecondary Transition Plan (PTP) Application**  
**Guide for Creating a Postsecondary Transition Plan**  
**When the Online PTP Application is Unavailable**

September, 2016



## **Instructions for creating a postsecondary transition plan when the online PTP application is unavailable**

On rare occasions the online PTP application may be inaccessible due to a technical problem. In this situation, the IEP team may create a postsecondary transition plan manually and enter the data into the online PTP application when it becomes available, but no later than 30 days after the IEP team meeting date.

- The IEP team should complete the *Individualized Education Program: Postsecondary Transition Services Worksheet*, found in Appendix A of this guide, during the IEP team meeting.
- The completed worksheet is the student's postsecondary transition plan and should be implemented. The worksheet should be filed with the student's IEP.

When the online PTP application is available, follow the appropriate steps to create or revise a PTP. Use the information from the worksheet to provide the required information for the PTP.

Once the PTP is completed, print a hard copy and file with the student's IEP, and/or electronically attach as a PDF document to the student's IEP in your district's student information system.

Select 'Lock PTP' on the record completion page within the PTP application.

The record is now ready for district review and submission to DPI.





## **APPENDIX A**

### **Postsecondary Transition Services Worksheet**



**INDIVIDUALIZED EDUCATION PROGRAM:  
POSTSECONDARY TRANSITION SERVICES WORKSHEET**

Name of Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_

Date of IEP team meeting \_\_\_\_\_

Date student was invited to the IEP team meeting \_\_\_\_\_

Method of inviting the student to the IEP team meeting

- Written    Verbal

Did the student attend the IEP team meeting?

- Yes
- No – List the steps that were taken to ensure that the student’s preferences and interests are considered.

Has an age-appropriate transition assessment been conducted?

- Yes
- No – The IEP team **must** complete an age-appropriate transition assessment before measurable postsecondary goals for the student can be identified or developed. The IEP Team should not proceed until such assessment takes place. Depending on the type of transition assessment to be used, it may be possible to complete such an assessment at the IEP Team meeting.

Describe the results of the assessment (*optional*)

**Postsecondary education or training goal**

After high school the student will: (*select one*)

- attend a technical/community college and earn an associate degree, diploma, or certificate.
- attend a 2-year university/college.
- attend a 4-year college or university and earn an undergraduate degree.
- attend a short-term certificate program.
- receive on-the-job training (including apprenticeship).
- participate in a humanitarian program, e.g., Peace Corps, Vista, etc.
- enlist in the military.
- other \_\_\_\_\_

(“Other” responses are subject to review by the Department of Public Instruction and may result in identified noncompliance.)

Additional information the IEP team may wish to include related to the student’s education or training goal:

**Postsecondary employment goal** *(Please select from Appendix B. Responses not selected from Appendix B are subject to review by the Department of Public Instruction and may result in identified noncompliance.)*

After completing or obtaining postsecondary education or training, the student will be employed in the field of:

Additional information the IEP team may wish to include related to the student’s employment goal:

Does the student have a need for a postsecondary goal(s) related to independent living skills?

- Yes
- No

If yes, after high school the student will:

Does the student’s IEP contain at least one annual goal or short-term objective that will help the student make progress toward meeting all of the stated postsecondary goals?

- Yes
- No - The IEP Team must develop an annual goal(s) to be included in the annual goals section of the IEP that will help the student make progress toward meeting the stated postsecondary goals.

Record the relevant annual goal(s) here *(optional)*:

List at least one transition service that will assist the student in achieving their postsecondary goals. *(Please select from Appendix C. Other responses are subject to review by the Department of Public Instruction and may result in identified noncompliance.)*

Category	Transition Service	School Year	Person(s) responsible

Will other agencies likely be involved in providing or paying for any transition services during the term of this IEP?

- Yes       No

If yes, did the local education agency obtain the written consent of the parents or the adult student to invite a representative(s) of the outside participating agency(ies) to attend the IEP Team meeting?

Yes

No

Parent or adult student refused consent, or the LEA was unable to obtain consent after three good faith attempts.

If consent was obtained, was a representative(s) of the outside participating agency(ies) invited to the IEP Team meeting?

Yes

No

Agencies invited to the meeting (*optional*)

List the classes the student will take while in high school focusing on the academic and functional achievement needed to assist the student in reaching his or her postsecondary goals (attach additional pages as needed).

Course Title	School Year

Will the student reach his/her 17<sup>th</sup> birthday during the timeframe of the IEP or has the student reached the age of 18?

- Yes       No

*(If yes, specify how the student and parents have been informed of the rights which will transfer or have transferred to the student at age 18 if no legal guardian has been appointed)*

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 current academic school year?

- Yes    No

If yes, 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

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



## **APPENDIX B**

# **MEASURABLE POSTSECONDARY EMPLOYMENT GOALS**



## PTP Career Clusters and Pathways

The options provided below are based on the Wisconsin Career Pathways modeled after 16 national career clusters developed by the States' Career Clusters Initiative (SCCI). For purposes of this IEP:PTP application, the content and appearance of the career clusters and associated pathways have been slightly altered from how they are presented at <http://www.wicareerpathways.org>. To find more information on the career clusters, go to <http://dpi.wi.gov/sites/default/files/imce/sped/av/tran-ntp-career/player.html>

<b>Agriculture</b> <ul style="list-style-type: none"> <li>○ Agribusiness System</li> <li>○ Environmental Service System</li> <li>○ Landscaping Services</li> <li>○ Plant Systems</li> </ul>	<b>Animal Science/Care</b> <ul style="list-style-type: none"> <li>○ Animal Care Services</li> <li>○ Animal Health</li> <li>○ Animal Research</li> </ul>	<b>Architecture</b> <ul style="list-style-type: none"> <li>○ Building Design</li> <li>○ Landscape Design</li> </ul>	<b>Art</b> <ul style="list-style-type: none"> <li>○ Painting</li> <li>○ Photography</li> <li>○ Sculpture</li> </ul>	<b>Audio/Video Technology</b> <ul style="list-style-type: none"> <li>○ Audio/Video Equipment installation and maintenance</li> <li>○ Audio/Video Production</li> </ul>
<b>Automotive/Maintenance/Repair</b> <ul style="list-style-type: none"> <li>○ Automotive Body Repair</li> <li>○ Automotive Mechanics</li> <li>○ Diesel Mechanics</li> </ul>	<b>Business Management</b> <ul style="list-style-type: none"> <li>○ Administration Support</li> <li>○ Business Information Management</li> <li>○ General Management</li> <li>○ Human Resources Management</li> </ul>	<b>Communications</b> <ul style="list-style-type: none"> <li>○ Broadcasting</li> <li>○ Journalism</li> <li>○ Printing Technology</li> </ul>	<b>Construction</b> <ul style="list-style-type: none"> <li>○ Building Construction</li> <li>○ Equipment Operations</li> </ul>	<b>Corrections and Security</b> <ul style="list-style-type: none"> <li>○ Corrections Services</li> <li>○ Security and Protective Services</li> </ul>
<b>Distribution and Logistics</b> <ul style="list-style-type: none"> <li>○ Logistics Planning and Management Services</li> <li>○ Warehousing and Distribution Center Operations</li> </ul>	<b>Education</b> <ul style="list-style-type: none"> <li>○ Administration</li> <li>○ Administrative Support</li> <li>○ Professional Support Services</li> <li>○ Teaching</li> </ul>	<b>Engineering</b> <ul style="list-style-type: none"> <li>○ Aerospace Engineering</li> <li>○ Chemical Engineering</li> <li>○ Civil Engineering</li> <li>○ Electrical Engineering</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>○ Accounting</li> <li>○ Banking Services</li> <li>○ Business Finance</li> <li>○ Insurance</li> <li>○ Securities and Investments</li> </ul>	<b>Food Sciences/Services</b> <ul style="list-style-type: none"> <li>○ Food Preparation</li> <li>○ Food Processing Systems</li> <li>○ Nutrition</li> </ul>
<b>Government</b> <b>Public/Administration</b> <ul style="list-style-type: none"> <li>○ Administration Support</li> <li>○ Foreign Service</li> <li>○ Governance</li> <li>○ National Security</li> <li>○ Office Management and Administration</li> <li>○ Planning</li> <li>○ Public Management</li> <li>○ Regulation</li> <li>○ Revenue and Taxation</li> </ul>	<b>Health Science</b> <ul style="list-style-type: none"> <li>○ Biotechnology Research and Development</li> <li>○ Diagnostic Services</li> <li>○ Health Services</li> <li>○ Support Services</li> <li>○ Therapeutic Services</li> </ul>	<b>Hospitality and Tourism</b> <ul style="list-style-type: none"> <li>○ Lodging</li> <li>○ Recreation, amusements and attractions</li> <li>○ Restaurant and Food/Beverage Services</li> <li>○ Travel and Tourism</li> </ul>	<b>Human Services</b> <ul style="list-style-type: none"> <li>○ Consumer Services</li> <li>○ Counseling and Mental Health Services</li> <li>○ Early Childhood Services</li> <li>○ Family and Community Services</li> <li>○ Personal Care Services</li> <li>○ Religion</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>○ Information Support Services</li> <li>○ Information Technology Equipment Installation and Repair</li> <li>○ Programming and Software Development</li> <li>○ Web and Digital Communications</li> </ul>
<b>Law</b> <ul style="list-style-type: none"> <li>○ Administrative Support Services</li> <li>○ Legal Services</li> <li>○ Legal Support Services</li> </ul>	<b>Manufacturing</b> <ul style="list-style-type: none"> <li>○ Equipment Installation, Maintenance and Repair</li> <li>○ Health, Safety and Environmental Assurance</li> <li>○ Logistics and Inventory Control</li> <li>○ Manufacturing Production</li> <li>○ Product Development</li> <li>○ Quality Assurance</li> </ul>	<b>Marketing/Sales</b> <ul style="list-style-type: none"> <li>○ Marketing/Communications/Advertising</li> <li>○ Marketing Management</li> <li>○ Marketing Research</li> <li>○ Merchandising</li> <li>○ Professional Sales</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>○ Research and Design</li> </ul>	<b>Natural Resources</b> <ul style="list-style-type: none"> <li>○ Environmental Conservation</li> <li>○ Environmental Law Enforcement</li> <li>○ Wildlife Management</li> </ul>
<b>Performing Arts</b> <ul style="list-style-type: none"> <li>○ Dance</li> <li>○ Music</li> <li>○ Theatre</li> </ul>	<b>Public Safety</b> <ul style="list-style-type: none"> <li>○ Emergency Medical Services</li> <li>○ Fire Management Services</li> <li>○ Law Enforcement Services</li> </ul>	<b>Science</b> <ul style="list-style-type: none"> <li>○ Earth Science</li> <li>○ Environment Science</li> <li>○ Marine Science</li> <li>○ Scientific Research and Design</li> </ul>	<b>Transportation</b> <ul style="list-style-type: none"> <li>○ Health, Safety and Environmental Management</li> <li>○ Mobile Equipment Maintenance</li> <li>○ Sales and Service</li> <li>○ Transportation Infrastructure Planning</li> <li>○ Transportation Operation</li> </ul>	<p>*The WSTI (CFDA #84.027) acknowledges the support of the WI DPI in the development of this resource and for the continued support of this federally-funded grant program. There are no copyright restrictions on this document; however, please credit the WDPI and support of federal funds when copying all or part of this material.</p>



**APPENDIX C**  
**TRANSITION SERVICES**

### **Category 1 - Job Exploration Counseling Services**

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 (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  
([dpi.wi.gov/sites/default/files/imce/cte/pdf/esimpleguide.pdf](http://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**

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 students volunteering in the community
4. Support to 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 Services**

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 Training for 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, open a bank account, pay bills, file 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 Training for 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**

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