

Academic Career Planning (ACP)

August 5, 2016

ACP and Individualized Education Plan (IEP)/Post-Secondary Transition Plan (PTP) Legal Requirements

This chart is designed to provide a basic comparison between the laws and procedures of the Individualized Education Program (IEP)/Post-Secondary Transition Plan (PTP) and the Academic and Career Plan (ACP) developed for students with disabilities in grade 6th through 12th. This chart is intended to be used for technical assistance and planning purposes, and not to provide legal interpretation.

	ACP Requirements	IEP/PTP Transition Planning Requirements	Differences between ACP and IEP	How Differences May Impact Services to Students with Disabilities
Legal Authority	<ul style="list-style-type: none"> • Wis. Stat. §115.28(59) • Wis. Admin. Code Ch. PI 26 	<ul style="list-style-type: none"> • 34 CFR §300.43(a)-(b) (SPP Indicators 13 & 14) • Wis. Stat. § 115.787(g) 	<p>Beginning in 2017, ACPs will be required under WI state law. State allocations for ACP cover student access to the state procured career exploration and portfolio software.</p> <p>IEP/PTPs are required under Federal and WI state law and supported with Federal IDEA entitlement funds and state categorical aid.</p>	Districts must ensure that students with disabilities participate in the ACP process.

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Students Impacted	<ul style="list-style-type: none"> • Wis. Stat. §115.787 (2) (g) • Wis. Admin. Code Ch. PI 26 <p>Students with and without identified disabilities.</p>	Students eligible for special education services under IDEA.	<p>ACPs will be required for students in grades 6 through 12.</p> <p>Students with disabilities who have IEPs must receive transition services and have PTP's completed as a part of the IEP process beginning at age 14.</p>	<p>An IEP team may, if appropriate, take information gathered during the ACP process into account when developing transition services.</p> <p>Assessments completed as part of the ACP process may be included in the IEP/PTP and may satisfy the requirement for age-appropriate transition assessment.</p>
Age Requirements	Students in grades 6 through 12.	Students with disabilities starting at age 14 and through high school graduation (can be up to the end of the school year during which the student turns 21).	<p>ACPs begin at grade 6 which is typically ages 11-13 years.</p> <p>The transition planning (PTP) requirement for the IEP process begins for students in WI at age 14.</p>	Since students with disabilities will have appropriate access to and participation in the ACP process at the same time as their peers without disabilities, this will give students with disabilities more time to prepare for setting their postsecondary goals.
Review Period	At least annually.	The IEP team must review and revise the student's IEP/PTP at least annually.	<p>The ACP process and product will vary from district to district.</p> <p>IEP teams must complete the PTP application as designed by DPI.</p>	It may be beneficial for IEP teams to align the ACP's review period with the student's annual IEP team meeting. Separate meetings will not be required by the DPI.

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Student and Family Involvement	<p>Students in grades 6 through 12 will have appropriate access to and participation in the ACP process.</p> <p>Parents/guardians must be informed annually of ACP services being provided. They must also have multiple opportunities to participate in the ACP process and get updates during the school year.</p>	<p>Beginning at age 14, students with disabilities must be invited to their IEP team meeting if a purpose of the meeting is to discuss transition and the transition plan must be based on student interests and preferences.</p> <p>Parents/guardians must be invited to the IEP/PTP meeting and have the opportunity to provide input into the plan, at least annually.</p>	<p>Parents/guardians must be informed of ACP services and be given opportunities and updates.</p>	<p>Through alignment of the information in a student's ACP and IEP/PTP, parents/ guardians will have increased opportunity to be involved in collaborating with schools to plan for students' futures.</p>

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Adult Responsibility	The district will have flexibility in determining the personnel who will be involved in the ACP process and will assign advisors/mentors to individual students to guide the ACP process.	IEP/PTP completion and oversight must be done by a licensed special educator. Services must be provided to students that align with annual and postsecondary goals. All staff working with a student with a disability must be informed of their IEP/PTP responsibilities. An assigned special education teacher typically tracks progress toward goals and is responsible for completing and submitting IEP/PTP paperwork.	<p>Students who have a disability and an IEP/PTP will develop the ACP through the same process as students without disabilities.</p> <p>Staff oversight of ACPs will be flexible and will be determined by the district.</p> <p>School personnel who have IEP/PTP responsibilities must be properly trained and informed to carry out those responsibilities.</p> <p>The IEP/PTP process requires a team that includes the parent, student, special and general education teachers, and an LEA representative.</p>	<p>School staff should know and understand the ACP process, however, specific responsibilities will be determined by individual districts.</p> <p>The district will ensure that staff understand their specific responsibilities with regard to the implementation of both the ACP process and the IEP/PTP.</p>

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Postsecondary and Annual Goals	Determining and working toward postsecondary education, training, and employment goals will be a part of the ACP process.	<p>The IEP/PTP must include measurable postsecondary goals:</p> <ul style="list-style-type: none"> • Education/training • Career/employment • Independent Living skills (if appropriate). <p>Annual goals must align and there are additional requirements. (see below)</p>	Students with a disability will complete the IEP/PTP and establish measurable postsecondary goals and aligned annual goals.	<p>Individual staff members should understand their specific responsibilities with regard to the implementation of both the ACP process and the IEP/PTP.</p> <p>The district should ensure that IEP team members participate in development of a student's IEP/PTP, however, the IEP team members are not required to develop the ACP.</p>
Assessment	Various assessments and results will be included in the ACP process as deemed appropriate by the district.	Age-appropriate transition assessment will inform the IEP/PTP , which includes measurable postsecondary goals, courses of study, transition services and annual goals.	A variety of assessment tools, including interest inventories, employability skills, self-advocacy, life skills, or study skills, review of academic achievement data, behavior ratings, or adaptive functioning may be used for both ACP and IEP/PTP .	<p>Assessments used under the ACP process may be used to inform the IEP/PTP.</p> <p>Age-appropriate transition assessment under special education is a requirement within the transition planning process.</p>

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Course Plan/ Course of Study	A course listing connected to postsecondary education and career goals is an essential component of the ACP process.	For students with disabilities, a course of study is included in the IEP/PTP, and designed to support attainment of annual and postsecondary goals.	<p>The course plan for the ACP process and the course of study for an IEP/PTP may be the same for a given student.</p> <p>The two plans may be comparable in terms of options afforded students within the same school and district.</p>	<p>The initial ACP course plan selection will begin at the time of process initiation, starting at 6th grade and reviewed at least annually as students progress through school.</p> <p>For students with disabilities, the IEP/PTP requirements include a course of study beginning at age 14.</p>
Outside Agency Involvement	The district ACP plan is to be developed by a team of district staff and community stakeholders which may include local agencies from workforce development, postsecondary institutions, chambers of commerce and others.	Students with IEP/PTP's and their families must be informed of the option to apply for DVR services. Outside agencies likely to provide or pay for transition services must be invited; parent or adult student provide consent.	Outside agency involvement is not a requirement of the ACP process.	The student with an IEP/PTP may have services from DVR and adult support agencies to attain annual goals and make progress toward achieving postsecondary goals set in both the ACP and PTP .

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Confidentiality and Accessibility	Sec. 118.125, Wis. Stats. 34 CFR Part 99 (FERPA) 34 CFR 300.622 Section 504 of the Rehabilitation Act of 1973		The student with a disability must be afforded access to the same educational opportunities provided to students without disabilities, including engagement in the ACP process. Both the ACP and IEP are considered pupil records and must be kept confidential in accordance with pupil record requirements.	An individual may file a state IDEA complaint. The district must ensure the student's IEP/PTP and disclosure of disability status is confidential and staff must understand the issues surrounding confidentiality of pupil record information. The district must provide accommodations needed for students with disabilities to participate in the ACP process.
Transferability Within the State and Outside of Wisconsin	Not defined in Administrative Rule; however, the contract with the state procured ACP software vendor requires transferability upon graduation or transfer to another district. Access may continue after graduation as long as the contract is maintained by the district.	The IEP/PTP may transfer from one district to another within the state or outside the state. All districts in Wisconsin utilize the same on-line application (PTP) for completion of transition plans. When a Wisconsin student transfers to another state, the other state may not require transition plans until the age of 16. The district may adopt the IEP, revise the IEP, or conduct an evaluation.	ACPs will transfer from one district to another. Although, there may be differences in district procedures and student activities. IEP/PTPs may transfer from one district to another and the district determines whether the IEP will be adopted, revised, or conduct an evaluation, if necessary.	Students with an identified disability transferring into Wisconsin from out-of-state at age 16 and higher should already have an IEP transition plan that meet the federal requirements. The elements can be entered into the WI PTP system. The existence of an ACP or comparable plan (such as an ILP) will depend on the state from which the student is moving.