

Postsecondary Transition Plan (PTP) Guide

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PART 1
INTRODUCTION

The U.S. Department of Education requires the Department of Public Instruction (DPI) to collect and publicly report compliance data from local educational agencies on federal special education requirements known as State Performance Plan Indicators (indicators). Indicator 13 is the percent of youth with IEPs aged 16 and above that includes appropriate measurable postsecondary goals in a postsecondary transition plan that meets the requirements of 20 U.S.C. 1416(a)(3)(B).

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, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

DPI developed the web-based Individualized Education Plan: Postsecondary Transition Plan (PTP) application to ensure every student's IEP contains sufficient information to meet state and federal requirements. The PTP is the mechanism for collecting Indicator 13 data. Because state law requires transition plans for students with disabilities aged 14 and above, the PTP is used to develop and monitor transition plans for all students of transition age.

PTP Features

- The PTP has been designed to be completed by the IEP team at the IEP Team meeting. Completing the PTP at the IEP Team meeting helps to ensure all transition requirements are met. Staff are able to start the PTP prior to the IEP meeting but input from the IEP Team is required to complete the PTP.
- Instructions for completing each step of the PTP are provided.
- The PTP is customized for each student. The number of questions asked, and the order of the questions will vary from student to student based on the information provided by the IEP Team. There are 13 steps to complete.
- "Compliance" and "Best Practices" buttons are provided for most steps. Clicking on a "Compliance" button opens a pop-up containing compliance requirements. Clicking a "Best Practices" button opens a pop-up containing best practice, culturally responsive and robust PTP guiding questions, and resources. See Appendix D to review the culturally responsive questions that can be found in the PTP application "Best Practices" buttons.
- To help ensure compliance, many questions in the PTP provide the IEP Team with a "drop-down" menu of acceptable options.
- Most questions in the PTP provide an optional text box in which the IEP Team can document additional details relevant to the student's transition plan.

Things to Know

- The options available in the drop-down menus for postsecondary education, training, and employment goals are based on the Wisconsin career clusters and pathways. Students and teachers should become familiar with the career clusters and related resources well in advance of the IEP Team meeting. See [Career Clusters and Pathways | Wisconsin Department of Public Instruction](#) for further information.

- “Drop down” menus often include the option “other.” All manually entered “other” selections are subject to review by DPI and may result in identified noncompliance. To ensure compliance, select an available option from the menu that best suits the student, then use the text box to provide additional details aligned with the student’s preferences, interests, needs, and strengths.
- The PDF document produced by the PTP application is the student’s postsecondary transition plan (DPI Model Form I-8). This document should be printed and filed as a hard copy with the student’s IEP and / or attached electronically to the student’s IEP in the district’s IEP management system. Do not create within the local IEP management system a separate postsecondary transition plan for a student.

PART 2

**OVERVIEW OF
POSTSECONDARY TRANSITION PLAN
REQUIREMENTS**

BEFORE THE IEP TEAM MEETING

There are three tasks that must be accomplished prior to the IEP Team meeting where a postsecondary transition plan will be developed.

- Conduct age-appropriate transition assessments prior to the IEP meeting in which the child is turning 14 years of age.
- Invite the student to the IEP Team meeting.
- Invite any outside agencies likely to provide or pay for transition services during the term of the IEP to be developed.

Age-Appropriate Transition Assessment

Compliance:

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

Best Practices:

An age-appropriate transition assessment must be completed before the PTP will advance to the next step.

Age-appropriate transition assessments provide the foundation of the student'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 and informal. Formal measures include functional behavior and independent living assessments, aptitude tests, intelligence tests and achievement tests, and personality or preference tests. Informal measures may include interviews or questionnaires, direct observations, 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 their 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.

Starting in the 6th grade, all children have an Academic and Career Plan (ACP). 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 2022. 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 greenhouse 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:

[Age Appropriate Transition Assessment Guide](#)
[Academic and Career Planning \(ACP\)](#)

The PTP will require the following information:

Affirmation an age-appropriate transition assessment has been completed.

The PTP will record the following optional information:

A narrative of the results of the age-appropriate transition assessment.

Identification if the team reviewed information from the student's Academic Career Planning process.

Inviting the Student to the IEP Team Meeting

Compliance:

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

Best Practices:

The purpose of inviting the student to the IEP Team meeting is to allow the student to participate fully in the development of their 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 their IEP Team 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 Team 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 Team meeting, e.g. communicating their interests and goals and helping the student practice those tasks in advance of the meeting.

Steps may include reviewing the results of age-appropriate transition assessments, allowing the student to designate an IEP Team member to provide input on their 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, interests, needs and strengths from the child's parents who are attending the IEP Team meeting.

Resources:

[WiTransition App](#)

[Family and Community Engagement](#)

The PTP will require the following information:

Whether the student attended the IEP team meeting

The date the student was invited to the IEP team meeting

The method used to invite the student to the IEP team meeting (written or verbal)

Inviting Outside Agencies Likely to Provide or Pay for Transition Services

Compliance:

To the extent appropriate, with the consent of the parents or a child 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), IDEA

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

Best Practices:

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 students 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.

It is important for IEP Teams to connect with outside agencies, also known as adult service agencies, to provide continued support once the student exits high school.

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

- Employment, vocational services, volunteer work
- Higher Education
- Wisconsin Job Center
- 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 integrated employment (CIE) 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 School Liaison](#) 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, family, and outside agency. 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 that was developed with the agency at the IEP Team meeting so all plans align.

Resources:

[Division of Vocational Rehabilitation \(DVR\)](#)
[Aging and Disability Resource Center \(ADRC\)](#)
[Interagency Agreement on Transition](#)

The PTP will require the following information:

Whether an outside agency is likely to provide or pay for transition services during the term of the IEP to be developed.

If an outside agency is likely to provide or pay for transition services, whether the LEA obtained parent (or adult student) consent to invite the outside agency.

If the LEA obtained consent to invite the outside agency, whether the outside agency was invited.

The PTP will record the following optional information:

If an outside agency was invited, the name of the agency.

AT THE IEP TEAM MEETING

The PTP will prompt the IEP Team to address all required elements of a postsecondary transition plan:

- the student was invited to the IEP Team meeting
- measurable postsecondary goals covering education or training, employment, and as needed, independent living
- evidence postsecondary goals are based on age-appropriate transition assessment(s)
- transition services
- outside agency involvement
- course of study
- linked annual goals
- student's preferences and interests considered

In addition, the PTP will check the student's status regarding the need to:

- notify the parents and student of the rights that will transfer to the student on their 18th birthday,
- provide a notice of graduation and summary of performance, and
- determine whether a summary of performance is required.
- collect personal contact information from the student and parent for the purpose of the Indicator 14 survey, which occurs one year after the student exits high school.

Developing Measurable Postsecondary Goals

Compliance:

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 child based on age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills. 115.787(2)(g) 1., Wis. Stats.

Education/Training Goals:

Best Practices:

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 the education/training goal(s) necessary to meet the student's career choice. *See Appendix A for a listing of the career choices.*

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.

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 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.

Every student with a PTP must have an identified goal that pertains to postsecondary (after high school) education or training. See Appendix A for options for this goal.

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

-attend a technical/community college and earn an associate 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_certificate_programs.html

-receive on-the-job training (including apprenticeship).

<https://www.wisconsinjobcenter.org/training/programs.htm>

-participate in a humanitarian program (e.g., Peace Corps, Vista, etc.)

<https://www.peacecorps.gov/> <https://americorps.gov/serve/amicorps/amicorps-vista>

-enlist in the military.

<http://army.com/info/mos/all>

-complete a course or workshop through the UW Extension Program

<https://ce.uwex.edu/>

Resources:

[Think College: Wisconsin](#)

[WIOA: Frequently Asked Questions for Schools](#)

[U.S. DOE "Know Your Rights and Responsibilities: Students with Disabilities](#)

[Preparing for Postsecondary Education"](#)

[Disability Services - WTCS](#)

[Dual Enrollment Options in Wisconsin](#)

Employment Goals:

Best Practices:

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 students for future employment opportunities. It is important that the 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 DPI that all young people have the right to obtain community-based integrated employment. This focus has been supported and enhanced by the federal 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 Community Integrated Employment (CIE). This legislation prohibits students who have employment goals to be automatically placed in sub-minimum wage employment. These students and families must first explore CIE options with the Division of Vocational Rehabilitation (DVR).

[WIOA: Frequently Asked Questions for Schools](#)

[Implementing New Requirements of the Workforce Innovation and Opportunity Act](#)

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. Beginning in the fall of 2017, the ACP process provides activities for 6-12 graders. Information gathered during the ACP process is 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.

All students must have a goal that pertains to postsecondary (after high school) employment. See Appendix B for career clusters and pathways.

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 greenhouse. 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:

[DPI Website: Academic and Career Planning](#)

[Xello in Wisconsin](#)

[Career Clusters](#)

[Transition Action Guide](#)

[Let's Get to Work Best Practice Resources](#)

[Guide to Wisconsin's Employment of Minors Law](#)

Independent Living Skills:

Best Practices:

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

- Campus
- Living alone
- Living with a roommate
- Supports from Long Term Care
- Housing Assistance and resources available

Transportation

- Driver's license
- Public transportation
- Carpool, rideshare

Personal Finance

- Budgeting
- Checking and savings account
- Understanding loans
- Credit limits and credit scores
- Understanding pay stubs and taxes

Safety

- Personal safety
- Public safety
- Home safety
- Technology safety
- Sexual behavior
- CPR and First Aid
- When appropriate to call 911

Health Care Needs

- Medications and prescriptions
- Schedule and attend appointments

Communications Skills

- 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
- Self-Advocacy

- Resolving conflict
- Identifying long and short term goals

Counseling

- Mental illness
- Alcohol and Other Drug Abuse
- Behavioral supports

Law & Politics

- Knows how to participate in voting and political decision-making
- Understands basic local, state and national laws
- Understands rights as a person with a disability

Community Involvement

- Locates & participates in leisure, recreation, and community activities
- Locates and uses community services (stores, banks, medical facilities, recreational facilities, health department, police department, social services)
- Completes paperwork for medical treatment, community services, insurance
- Plans and acquires wardrobe (select appropriate clothes, compare prices)
- Responds appropriately to environmental cues (signs, sirens)

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:

[Independent Living Centers](#)

[Developing Meaningful Independent Living Goals as an IEP Team](#)

The PTP will require the following information:

A measurable postsecondary goal in the area of education or training. (See Appendix A for the options available).

A measurable postsecondary goal in the area of employment. (See Appendix B for the options available).

The PTP will record the following optional information:

Measurable postsecondary goal(s) in the area of independent living.

Additional information that personalizes the student's education or training, and employment goals.

Developing Annual Goals/Objectives to Support the Student's Postsecondary Goals

Procedural Requirement:

The IEP must contain at least one annual goal or short-term objective that will reasonably help the student make progress toward meeting each of the stated postsecondary goals. 34 CFR 300.320 (a)(2), IDEA

Best Practices:

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](#)

[Individualized Education Program \(IEP\): Preparing Students for College and Career](#)

[Wisconsin Academic Standards](#)

[Alternate Academic Achievement Standards Resources](#)

The PTP will require the following information:

Affirmation the student's IEP includes annual goals or short term objectives that will help the student make progress towards their postsecondary goals.

Annual goals or short term objectives that will help the student make progress towards their postsecondary goals.

Transition Services

Compliance:

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

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

Best Practices:

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 is Academic Career Planning (ACP) for all 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 (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 6 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.

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

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 their disability with a boss
- Support student volunteering in the community

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

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 the student to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)

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

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 students the skills to speak up for themselves at school, work, and in the community.

- Provide opportunities for students to choose and participate in general education classrooms, extra-curricular activities, and community-based opportunities. Support students to learn to keep themselves physically healthy.

Resources:

[Transition Action Guide \(TAG\)](#)

[Full List of Transition Services](#)

[Transition Programming Beyond Age 18](#)

[WIOA Frequently Asked Questions for Schools](#)

[Opening Doors to Self-Determination](#)

[Opening Doors to Adult Services](#)

The PTP will require the following information:

At least one transition service selected to assist the student in achieving his or her postsecondary goals (See Appendix C for the available options).

Confirmation that at least one transition service was provided during the previous year's PTP.

The PTP will record the following optional information:

Persons responsible for transition services.

Specifying a Course of Study

Compliance:

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), IDEA

Best Practices:

IEP Teams are strongly encouraged to create a 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,

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](#)

[Regional Career Pathways](#)

[Dual Enrollment](#)

[WTCS Disability Service Coordinators](#)

[Parent and Student Graduation Resources](#)

The PTP will require the following information:

A list of classes the student will take while in high school selected to assist the student in achieving his or her postsecondary goals.

Determining Whether a Notice of Transfer of Rights Is Required

Compliance:

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 the child's 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 child who has reached the age of majority under State law, the rights under Part B of the Act [IDEA] do not transfer to the child. 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, and
- 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.

Best Practices:

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:

[Supported Decision-Making and Guardianship Alternatives](#)

[Wisconsin Guardianship Support Center](#)

[The Transfer of Rights: An Educator's Role](#)

[Disability Rights Wisconsin: Supported Decision-Making](#)

[Center for Parent Information and Resources – Age of Majority](#)

[National Resource Center for Supported Decision Making](#)

Student Exit:

Compliance:

“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)

Best Practices:

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](#)

[Americans with Disabilities Act \(ADA\)](#)

[Summary of Performance \(SoP\) Best Practice Student/Teacher Collaborative Form - Fillable](#)
[DPI Update Bulletin 10.08: Graduation Procedures](#)

The PTP will require the following information:

Whether or not the student will graduate or reach the maximum age of eligibility prior to the expiration of the current IEP.

Personal contact information for both the student and parent for the purpose of contacting the exiter and family one year after exit from high school.

PART 3
USING THE PTP APPLICATION

PTP users are assigned one of three access roles ([PTP Security Diagram](#)). This first section sets out the procedures available for those who have been assigned “District User” access. A District User has the ability to enter student data and lock completed PTP records. The roles of District Super User and Director/Designee have all of the abilities of the District User along with additional abilities that are outlined further along in this section.

The PTP is a secure web-based application. DPI requires application security to ensure compliance with all state and federal laws regarding pupil privacy and data security. Additionally, DPI’s security model is designed to allow districts and schools flexibility in assigning access based on the changing needs within their district, while promising the data provided to DPI from school districts is accessed only by users the district has authorized.

Web Access Management System (WAMS):

The PTP uses the Web Access Management System (WAMS) to ensure data security. A WAMS ID and password are needed to access the PTP.

To obtain a WAMS ID and password:

- Visit the DPI’s Indicator 13 web page at: <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>.
- Select the link: Web Access Management System (WAMS) - How to get a WAMS ID.
- Select the link: Self-Registration on the WAMS home page.

Self-Registration allows a user to create a personal Wisconsin Login Account. This is key to doing secure business with the State of Wisconsin over the Internet. This account belongs to the user. It does not belong to the employer.

Note: A user must provide a valid, unique email address to self-register for a WAMS ID and password. Correspondence regarding a WAMS ID, password or other information about the WAMS ID and password will be sent to this email address. After completing the self-registration process, WAMS will send the user an email confirmation. Complete the instructions in this email to activate the WAMS ID and password.

Access to PTP in District Building

Users can request access to the PTP application. Sign in to WISEhome using the “Sign in with WAMS” button on the left side of the login page. Go to the Request Access tab at the top of the screen. On the Customer Request Access form, fill out the required fields, including District, which schools within that district access is needed, Job Title, and the Applications requesting access to. Add comments to explain why access is needed. Once the form is filled out, click Request Access. Once an access request is submitted, the status of the request can be checked by going to the App Request Status page. Search for pending access requests by Request Date, Organization/Suborganization, Application, or Role. Notification is sent by email and posted on the App Request Status page when the request is approved or denied.

The district’s PTP Application Administrator is responsible for granting District Users access to the PTP. The PTP Application Administrator can approve requests for access or can associate staffs’ WAMS ID with the PTP application. It is recommended District Users share their WAMS ID with their

PTP Application Administrator in order to expedite the process. Contact the district's Director of Special Education to determine who is serving as the district's PTP Application Administrator.

PTP Record Management Options:

There are several record management options available to **District Users**:

Create a New PTP: This option is used to create an initial postsecondary transition plan for a student. The PTP will require a complete set of information. Use CREATE PTP when:

- The student does not have an existing PTP developed by the district.

Finish In-Process PTPs: This option is used to finish a postsecondary transition plan that has not been locked.

Revise A Submitted PTP: This option is used to revise a postsecondary transition plan that has been locked and submitted: Use Revise Submitted PTP when:

- The student's transition plan needs to be revised with, or without, an IEP Team meeting.
- The student's transition plan is due for annual review.

Print PTP: This option is used to print a copy of the student's postsecondary transition plan. The PDF document produced by the PTP application is the student's postsecondary transition plan (DPI Model Form I-8). This document should be printed and filed as a hard copy with the student's IEP and / or attached electronically to the student's IEP in the district's IEP management system. Do not create a separate postsecondary transition plan for a student within the local IEP management system .

Lock PTP: Selecting this option indicates the IEP Team has completed its work on the student's postsecondary transition plan, and the plan is ready to be implemented. A locked PTP is ready to be reviewed locally and submitted to DPI for compliance review.

Create a New PTP

A new PTP record must be created for a student who:

- will be turning age 14 during the course of the IEP to be developed
- is a transfer student to the district
- is a new IEP evaluation over the age of 14

1. Click on the PTP link on the Indicator 13 webpage
<https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>.
2. Log in using WAMS User ID and password.
3. From the Main Menu, click the "Manage PTPs" tab on the navigation bar. Select "Create New PTP"
4. Select the school the student attends.
5. Search for and select the student for whom the PTP is being created.
6. Enter the IEP Team meeting date.
7. Answer the questions in the PTP (navigation buttons enabled after required information

is entered).

8. If needed, save the record and exit to return at a later date.
9. Once PTP is completed, print the PTP / I-8 Form and/or attach it as a PDF file to the student IEP.
10. Once PTP is completed, select 'Lock PTP' on the record completion page.
11. The record is now ready for review and submission to DPI.

Revise a Submitted PTP Record

A PTP record must be reviewed or revised:

- each time a student's transition plan is revised with or without an IEP Team meeting, and
- at least annually

Click on the PTP link on the Indicator 13 webpage

<https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>.

1. Log in using WAMS User ID and password.
2. From the Main Menu, select "Manage PTPs" then select "Revise Submitted PTP"
3. Select the school the student attends.
4. Select the desired student record.
5. Select from three options: Revise with meeting; Revise without meeting; or Annual IEP. (The system will bring forward the student's most recently submitted PTP for revision).
6. Answer the questions in the PTP (navigation buttons enabled after required information is entered).
7. If needed, save the record and exit to return at a later date.
8. Once PTP is completed, print the PTP / I-8 Form and/or attach it as a PDF file to the district IEP.
9. Once PTP is completed, select 'Lock PTP' on the record completion page.
10. The record is now ready for review and submission to DPI.

Creating a Draft PTP for Use at an IEP Team Meeting

We encourage IEP Teams to come to an IEP Team meeting prepared to discuss age-appropriate transition assessments and preliminary recommendations. School staff may bring drafts of some or all of the PTP content to the meeting, as long as parents and other IEP Team members have an opportunity for input and discussion at the meeting. The content of IEPs may not be predetermined. In other words, it is not permissible for a local education agency to have the final PTP completed before an IEP Team meeting begins.

Creating a draft PTP:

1. Click on Postsecondary Transition Plan (PTP) Login link on the Indicator 13 webpage at <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition> to create a PTP.
2. Log in using WAMS User ID and password.
3. From the Main Menu, click "Create PTP" or "Revise PTP"
4. Follow the steps to create a new PTP or review/revise an existing PTP as appropriate.
5. Enter PTP data necessary for drafting purposes.
6. When finished, select "Save and Exit."
7. **DO NOT SELECT "LOCK PTP" AT ANY POINT DURING DRAFTING.**

To retrieve the draft for use at the IEP Team meeting:

1. Click on Postsecondary Transition Plan (PTP) Login link on the Indicator 13 webpage at (<https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>)
2. Log in using WAMS User ID and password.
3. Select "Manage PTPs" then click "Finish In-Process PTPs" on the navigation bar.
4. Select the school to view in-process PTP records.
5. Select the desired student record.
6. Navigate to the desired step and respond to the questions in the PTP (Navigation buttons enabled after required information is entered).
7. Once PTP is completed, print the PTP / I-8 Form or attach as a PDF file to the district IEP.
8. Select 'Lock PTP' on the record completion page.
9. The record is now ready for review and submission to DPI.

Create a PTP when the 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 PTP Worksheet found on the Indicator 13 webpage at <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/13-transition>. Print and / or save a copy of this worksheet for future use.
- The completed worksheet is the student's transition plan and should be implemented. The worksheet should be filed with the student's IEP.
- When the PTP application is available, follow the appropriate steps to create or revise a PTP. Use the information from the worksheet to complete the required information in the PTP application.
- Once PTP is completed, print the PTP / I-8 Form or attach as a PDF file to the district IEP.
- Select 'Lock PTP' on the record completion page.
- The record is now ready for local review and submission to DPI.

Create a postsecondary transition plan when the student's record cannot be found in the PTP

The PTP locates student records using the student's WISEid number. On occasion PTP users may not find a student listed at their current school. This situation is likely the result of a failure to update the student's WISEid in the district's student information system or the data has not been pushed to DPI. The PTP provides the option of creating a PTP record for a student under these circumstances. The Director/Designee must assign the WISEid to the PTP record before it may be submitted to DPI.

1. At "Step 1- Student Search" within the PTP application, click on the blue link, "Add Student (Bypass Lookup)"
2. Enter the student identifying information requested.
3. Following the remaining steps to complete the student's PTP.

4. Once PTP is completed, print the PTP / I-8 Form or attach as a PDF file to the district IEP.
5. Select 'Lock PTP' on the record completion page.
6. Notify the Director of Special Education or designee who can use the "Edit Student" feature in the Reports section of the PTP application to match the student to their WISEid.

District Super Users have the ability to unlock a locked PTP and submit PTPs to DPI in addition to all of the abilities of a District User.

UNLOCK PTP: This option is used to unlock a PTP that has been inadvertently locked, or to make minor grammatical edits to a PTP. Do not unlock a PTP for the purposes of making substantive changes, use REVISE PTP for any substantive changes.

SUBMIT PTP: This option is used to submit locked PTP's to DPI for compliance review. This is to occur within 30 days of the IEP meeting.

Director/Designee have the ability to delete a PTP, transfer PTPs between district schools and complete WISEid matches in addition to all of the abilities of a District Super User and District User.

DELETING A PTP

When a PTP was created in error and has not been submitted to DPI, it can be deleted in one of two ways in the PTP Application:

Option 1:

1. Click on the "Finish In-Process PTP" tab, select the school in which the PTP was created.
2. Change the radio button to "Show all records for the school."
3. Find the student PTP record that needs to be deleted.
4. Click on "Delete PTP."
5. A pop-up message will ask "Are you sure you want to delete the PTP?" Click "OK" to confirm delete.

Option 2:

1. From the PTP completion page, click on "Delete PTP"
2. 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.

MOVE STUDENT: Selecting this option allows the user to move the student's PTP record to the appropriate building within the school district. Most often 8th graders PTPs need to be moved to the high school at the beginning of 9th grade. The "Move Student" function is not a placement determination; IEP Teams must make an appropriate placement determination before a student moves from one school to another.

UPDATE PTP WITH WISEID:

1. From the main menu select "Manage PTPs" then select "Update PTS with WISEid"
2. Select the appropriate student in the table displayed by clicking on the "match"

button on the far left.

3. If the information that is displayed is correct then click on "Update WISEid only."
4. If the information is incorrect go to "Reports" then select "Edit Students."
5. Enter the student's last name, first name, middle initial, birth date, and WISEid.
6. Click on Save.

EDIT STUDENTS: Selecting this option allows the user to match the appropriate WISEid to a student record created without one. Assigning a WISEid to a "WISEid- less" record prevents duplication and increases accuracy of PTP reports.

UPDATE STUDENT NAME:

1. From the main menu select "Reports" then select "Edit Students."
2. Enter the student's last name, first name, middle initial, birth date, and WISEid.
3. Click on Save.

ADMINISTRATIVE ROLES IN THE PTP APPLICATION

The District Security Administrator (DSA) is responsible for managing access to WISEsecure in the district by assigning Application Administrators to manage the individual secure applications. Using WISEsecure, it is the Application Administrator who then assigns users access to the individual

secure applications.

District Security Administrator (DSA)

As a first step, the district should verify that its DSA is current. This role is filled by the District Administrator or the District Administrator delegates the authority to another individual. If a district needs to update the DSA or has questions about WISEsecure, please submit a ticket through the 24x7 DPI Online Helpdesk. For more information regarding the assignment and responsibilities of the DSA, please visit [WISEsecure Tasks for District Security Administrators \(DSAs\) | Wisconsin Department of Public Instruction](#).

PTP Application Administrator

As a second step, the DSA should work with the Director of Special Education to identify the individual(s) who will be the PTP Application Administrator(s). A PTP Application Administrator must be identified for each school with students ages 14 and older. The same individual can be identified as the PTP Application Administrator for all schools or different individuals can be identified for each school. Likewise, multiple PTP Application Administrators can be identified for a single school or district. The DSA and/or Director of Special Education should notify the identified PTP Application Administrator(s) of their role and the responsibilities associated with that role.

The DSA, using WISEsecure, will assign the identified individual(s) to the PTP Application Administrator role for each school with students ages 14 and older. See the WISEsecure User Guide at [WISEsecure Tasks for District Security Administrators \(DSAs\) | Wisconsin Department of Public Instruction](#) for an overview and directions for using WISEsecure to assign the PTP Application Administrator(s). The PTP Application Administrator must have a WAMS login ID and password. If the PTP Application Administrator does not currently have a WAMS login ID and password, he/she must first register for one at [Wisconsin Web Access Management System](#).

PTP Users

The third step is for the PTP Application Administrator, working in conjunction with the Director of Special Education, to identify individuals who will need access to the PTP Application in order to create a postsecondary transition plan. These individuals will likely be transition coordinators, IEP coordinators/case managers, or special education teachers of students ages 14 and older. Using WISEsecure, the PTP Application Administrator will assign roles to these users. See the WISEsecure User Guide at [Assign Access to WISEhome Applications | Wisconsin Department of Public Instruction](#) for an overview and directions for using WISEsecure to assign users.

The roles available to PTP users include:

- Director/Designee – User has the ability to enter student data, lock completed records, unlock completed records, submit records for DPI review, move student records between schools, match WISEids to students.
- District Super User – User has the ability to enter student data, lock completed records, unlock records, and submit records for DPI review.
- District User – User has the ability to enter student data, lock completed records.

APPENDIX A

MEASURABLE POSTSECONDARY EDUCATION OR TRAINING GOALS

- 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 apprenticeships, other training provided by the postsecondary employer, or job coaching and supports provided by other agencies).
- Participate in a humanitarian program, e.g., Peace Corps, Vista, etc.
- Enlist in the military.
- Other (Provide description)

APPENDIX B

MEASURABLE POSTSECONDARY EMPLOYMENT GOALS

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

APPENDIX C:
TRANSITION SERVICES



[Link to full document and list of all pre-employment transition services listed in the PTP](#)

APPENDIX D

CULTURALLY AND LINGUISTICALLY RESPONSIVE PTP DEVELOPMENT REFLECTION QUESTIONS

Culturally Responsive Transition Planning: Educator Reflection

Guidance from The National Technical Assistance Center on Transition: The Collaborative

“Culturally sustaining strategies support and value the cultural identities of youth and families to provide effective and supportive services. An example of a culturally sustaining strategy is to recognize the multiple assets which students and youth, their families, and communities bring to transition planning, often referred to as community cultural wealth.”

How can transition professionals start using culturally sustaining strategies?

- Consider your biases, assumptions, and the ongoing effort to do so - get uncomfortable
- Learn about and share the impact of multiple identifiers for students and youth with disabilities
- Plan, instruct, coordinate, and provide services focused on strengths of a student/youth, their family, and community

When transition professionals critically reflect on their own biases, historically marginalized students, youth, and family engagement can be re-imagined.

Citation: National Technical Assistance Center on Transition: The Collaborative, Diversity, Equity & Inclusion, 2021 website

Using Reflection in Transition Planning Practices

It is important for educators to support students and families in developing postsecondary goals, and supports and services that can be tied into their Preferences, Interests, Needs, and Strengths, including connecting individuals with the communities in which they live and the strengths and assets that their individual experiences, families, and communities bring. The Postsecondary Transition Plan (PTP) poises educators to develop transition plans to play into the strong strengths that students, families, and other team members have. The inclusion of these assets not only increases student engagement, but also ties directly to student achievement. Educators can utilize the below reflection questions to think about the PTP development of individual students rather than simply going through the motions. Educators can reflect on how to best engage students and families in the process to create the most robust plans and increase outcomes of college and career readiness for all students.

Culturally and Linguistically Responsive PTP Development Reflection

<p style="text-align: center;"><u>Student and Family Invite</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"><input type="checkbox"/> Does the family understand the transition process and its importance? How are you going to create a safe space for the meeting, both location and so all members feel comfortable sharing?<input type="checkbox"/> Does the student have the self-advocacy skills needed to fully participate in their meeting and do they understand the importance of doing so?<input type="checkbox"/> Does the student have a relationship with an adult (i.e. school staff, community member, family member) that allows them to feel connected, grow, and share? Is that person invited to the meeting?<input type="checkbox"/> Have you considered different ways to reach out to families that connect to their cultural needs?	<p style="text-align: center;"><u>Age-Appropriate Transition Assessments</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"><input type="checkbox"/> How have you addressed high expectations for the student as an individual?<input type="checkbox"/> What methods occurred to discuss the transition process with the family? What information would they like to find out? How will this be discovered and communicated?<input type="checkbox"/> How have you addressed bias that may be present in your analysis of student assessment results?<input type="checkbox"/> Have you allowed for multiple ways the student can demonstrate their skills, abilities based on cultural experiences, beliefs, hopes, and dreams? Are you building relationships with the student and family to make them comfortable to do so?<input type="checkbox"/> Are you using assessments that allow the student and family to give their voice openly and freely?
<p style="text-align: center;"><u>Postsecondary Transition Goals</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"><input type="checkbox"/> What steps have you taken to make sure that the student feels connected to their school/community?<input type="checkbox"/> Are the student and family values and beliefs carried out in the postsecondary transition goals?<input type="checkbox"/> What assumptions are you making about the student and their family that are negatively impacting the development of setting postsecondary goals? Are you allowing for the student and family to freely share their hopes and dreams?	<p style="text-align: center;"><u>Pre-Employment Transition Services</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"><input type="checkbox"/> What opportunities will the student have to engage in learning opportunities with individuals of their culture or individuals with shared experiences?<input type="checkbox"/> Do the student's pre-employment transition services provide opportunities for the student and family to explore high expectations?<input type="checkbox"/> Have you shared culturally relevant resources and opportunities with the student and family to determine the student's pre-employment transition services?<input type="checkbox"/> Have transition service opportunities exposed students to individuals with similar cultural backgrounds that can support students in meeting their Post-Secondary Goals?

<p style="text-align: center;"><u>Annual Goals</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Are the annual goals developed that are helping to support transition using asset-based framework rather than deficit thinking? <input type="checkbox"/> Is there access to high quality content, materials, and resources that are culturally and linguistically responsive (i.e. written in the student's first language, related to familiar cultural experiences), to aid the student in meeting their annual goals? 	<p style="text-align: center;"><u>Course of Study</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is the student being marginalized from opportunities that could advance their goals (i.e., college coursework, youth apprenticeship etc.)? <ul style="list-style-type: none"> <input type="checkbox"/> If so, how can you work with people within your school or district to change this trajectory? <input type="checkbox"/> If coursework includes community learning opportunities, are they taking place in diverse settings? Are students able to see success stories from people with similar identities and shared cultural experiences?
<p style="text-align: center;"><u>Outside Agency</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> How does the outside agency support the student and family from a cultural based lens? <input type="checkbox"/> Have you had a conversation about outside agencies and how they can benefit the student in meeting their postsecondary goals? <input type="checkbox"/> Have you identified fears of engaging with outside agencies that the student and family have and work to build those relationships and trust? <input type="checkbox"/> How could you conduct community asset mapping with the family to explore the cultural wealth within their community? <input type="checkbox"/> Have you thought about and provided information about agencies, programs, opportunities within the community a student lives in? <input type="checkbox"/> Has there been an opportunity to explore agencies and organizations outside of the traditional outside agencies that are typically considered (DVR, ADRC, ILCs)? 	<p style="text-align: center;"><u>Age of Majority</u></p> <p style="text-align: center;"><u>Teacher Reflection Questions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Has the age of majority information been provided in the family's native language/braille? <input type="checkbox"/> Are you solely sharing information on Decision Making, not impacting a family's decision with your opinion?

APPENDIX E

WORKSHEET FOR USE WHEN THE PTP IS UNAVAILABLE

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

District/School _____

Name of Student _____ Date of Birth _____

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 invitation (including email)
- Verbal invitation (including phone call)

Did the student attend the IEP Team meeting?

- Yes
- No - In identifying and developing postsecondary goals for (student), the IEP Team must take into consideration the student's preferences and interests. List the steps that were taken to ensure that the student's preferences and interests are considered.

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 Team meeting to develop the summary of performance.

Contact information for the parent and student:

Parent email Address: _____

Parent Phone Number: _____

Student Email Address: _____

Student Phone Number: _____

Measurable postsecondary goals must be based on an age-appropriate transition assessment. 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 is not allowed to proceed until such assessment takes place. After conducting the assessment, select Yes to continue. (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*)

Has the Team reviewed information from the student’s Academic Career Planning process?

- Yes
- No-Information contained in a student’s Academic Career Plan (ACP) may be helpful and should be reviewed as part of the postsecondary transition planning process.

The IEP Team may identify below the methods and/or results of the assessment.

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 certification program.
- receive on-the-job training (including apprenticeship, other training provided by the postsecondary employer, or job coaching and supports provided by other agencies).
- 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 non-compliance.

Enter additional information, if any, the IEP Team may want to include.

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.*)

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

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 more information and resources on the clusters and pathways please visit: <https://dpi.wi.gov/cte/career-clusters>.

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, use the 'Other' option to describe the student's career goal.

For a list of all career clusters and pathways visit: <https://careertech.org/career-clusters> Click on the pathway for a list of corresponding careers.

Alternately, use the [Career Cluster/Pathway/Career Master List](#) of careers and their associated descriptions to identify the correct career.

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

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

Step 1: Select a Career Cluster

Step 2: Select a Career Pathway

Step 3: Select a Career

Enter in the box below additional information, if any, the IEP Team may want to include.

Where appropriate, the PTP must contain a postsecondary goal(s) related to independent living skills. Does *student* have a need for a postsecondary goal(s) related to independent living skills?

- Yes
- No

If yes, identify the postsecondary independent living skills goals(s) for the student.

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:

Verify and identify the transition service(s) within at least one of the following categories that relate to assisting *student* to reach each of the stated postsecondary goals. (Please select from Appendix C. Responses using "other" are subject to review by the Department of Public Instruction and may result in identified noncompliance.)

Is this the initial PTP for the student?

- Yes
- No

Enter below additional information, if any, the IEP Team may want to include:

Review transition services listed in the previous year's PTP. Was at least one of those services provided?

- Yes
- No

Select one (a minimum of one transition service must be identified):

Transition Service Category	Transition Service	School Year	Person(s) responsible for providing the service (optional)	Considered But Not Needed	Service was Provided

Enter below additional information, if any, the IEP Team may want to include:

Is an outside agency(ies) likely to provide or pay for transition services during the effective dates of this IEP?

- Yes
- No - move to next question

If yes, a representative of an outside agency likely to provide or pay for transition services must, with the written consent of the parents or the adult student (in the case of a child who has reached the age of majority), be invited to the IEP Team meeting.

- The parent (or adult student) provided written consent, and the local education agency invited the outside agency to the IEP Team meeting.

- The parent (or adult student) provided written consent, and the local educational agency did not invite the outside agency to the IEP Team meeting. [Corrective action will be required!]
- The parent (or adult student) did not provide written consent, and the local educational agency did not invite the outside agency to the IEP Team meeting.
- The parent (or adult student) did not provide written consent, and the local educational agency invited the outside agency to the IEP Team meeting. [Corrective action will be required!]

The IEP Team may identify below the agency(ies) invited to the IEP Team meeting.

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 specific classes the student will take while in school. Classes must be identified according to academic school year and at least one year of classes must be identified.

Only one method, either "Select from List (if available)" or "Manual," can be used for identifying classes for any given school year. Classes identified using both methods cannot appear in the same school year.

Select the method to be used to select classes in creating the course of study.

- Select classes from List (if available)
- Manual Entry

Course Title	School Year

Enter below additional information, if any, the IEP Team may want to include.

Will *student* reach 17th birthday during the timeframe of the IEP or has *student* reached the age of 18?

- Yes
- No

If yes, specify below 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